



SUPERINTENDENT EVALUATION FORM

This evaluation template is comprised of three parts:

- Part 1 District Goals
- Part 2 Superintendent Job Description
- Part 3 Performance Standards based upon American Association of School Administrators Performance Standards (Note: Alternatively, the district may want to consider the Education Leadership Policy Standards [previously named the Interstate School Leaders Licensure Consortium (ISLLC)] or create its own performance standards.)

A school board may opt to include all three parts, or may prefer to use only one or two parts.

The Summary Report section may prove helpful in summarizing a board's responses (and providing points of emphasis) for the summative evaluation meeting between a board and its Superintendent.

School District Name
Superintendent Evaluation Form
Date

Assessment Key:	0	unacceptable
	1	needs improvement
	2	satisfactory
	3	very good
	4	outstanding

PART 1 — DISTRICT GOALS and/or Superintendent Performance Contract Goals
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Assuming your Board has adopted (perhaps with broader stakeholder involvement) long and/or short range goals for district direction & improvement, list the top three or four goals. If your Superintendent has a multi-year performance based contract, you will want to consider the relationship between the district goals and the contract goals. Decide which goals to use here. In preparation for the evaluation, ask the Superintendent to prepare a written report regarding the accomplishment of each goal.

Performance Indicators: (circle one rating only for each indicator)

0 1 2 3 4 G.1 *[Insert goal statement here]*
comments:

0 1 2 3 4 G.2 *[Insert goal statement here]*
comments:

0 1 2 3 4 G.3 *[Insert goal statement here]*
comments:

<p>PART 2 — SUPERINTENDENT JOB DESCRIPTION</p>

Attach a copy of the Superintendent's job description to this document. Each Board member should:

J.1 List the two items from the job description which you think the Superintendent does best:

J.2 List the two items from the job description which you think are hardest for the Superintendent:

J.3 List all items from the job description which you judge to be accomplished in an unsatisfactory manner:

<p>PART 3. A CHECK LIST. ASSESSMENT AGAINST SUPERINTENDENT PERFORMANCE STANDARDS</p>

Source: Oregon School Board Association

This is a very extensive and comprehensive list. Some boards may want to abbreviate it to include those items judged most significant and relevant.

STANDARD #1 — LEADERSHIP AND DISTRICT CULTURE

Executive leadership, vision, shaping school culture, empowering others, multi-cultural understanding.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|--|
| 0 | 1 | 2 | 3 | 4 | 1.1 | Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning |
| 0 | 1 | 2 | 3 | 4 | 1.2 | Promote academic rigor that focuses on learning and excellence for schools |
| 0 | 1 | 2 | 3 | 4 | 1.3 | Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision |

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 1.4 | Model learning for staff and students |
| 0 | 1 | 2 | 3 | 4 | 1.5 | Promote understanding and celebrating school/community cultures |
| 0 | 1 | 2 | 3 | 4 | 1.6 | Promote and expect a school based climate of tolerance, acceptance and civility |
| 0 | 1 | 2 | 3 | 4 | 1.7 | Develop, implement, promote and monitor continuous improvement processes |

Comments:

STANDARD #2 — POLICY AND GOVERNANCE

Working with the board, formulating district policy, describing public school governance in a democratic society.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 2.1 | Understand and articulate the system of public school governance and differentiate between policy making and administrative roles |
| 0 | 1 | 2 | 3 | 4 | 2.2 | Establish procedures for superintendent/board interpersonal and working relationships |
| 0 | 1 | 2 | 3 | 4 | 2.3 | Promote shared decision making as pervasive throughout the system |
| 0 | 1 | 2 | 3 | 4 | 2.4 | Scan environment to create a data-based framework for policy development |
| 0 | 1 | 2 | 3 | 4 | 2.5 | Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools |
| 0 | 1 | 2 | 3 | 4 | 2.6 | Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals |
| 0 | 1 | 2 | 3 | 4 | 2.7 | Use legal counsel in governance and procedures to avoid civil and criminal liabilities |

Comments:

STANDARD #3 — COMMUNICATIONS AND COMMUNITY RELATIONS

Articulating district vision and purpose, media relations, community feedback and building consensus for community support.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|--|
| 0 | 1 | 2 | 3 | 4 | 3.1 | Clearly articulate district vision, mission, and priorities to community and media |
|----------|----------|----------|----------|----------|-----|--|

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 3.2 | Demonstrate understanding of political forces and skills to build coalitions for educational process |
| 0 | 1 | 2 | 3 | 4 | 3.3 | Develop formal and informal techniques to gain external perceptions of district |
| 0 | 1 | 2 | 3 | 4 | 3.4 | Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments) |
| 0 | 1 | 2 | 3 | 4 | 3.5 | Promote involvement of all stakeholders to fully participate in the process of schooling |
| 0 | 1 | 2 | 3 | 4 | 3.6 | Demonstrate mediation and conflict resolution skills |
| 0 | 1 | 2 | 3 | 4 | 3.7 | Establish effective school/community relations, school/business partnerships and public service |
| 0 | 1 | 2 | 3 | 4 | 3.8 | Understand the role of media in shaping and forming opinions as well as how to work with the media |
| 0 | 1 | 2 | 3 | 4 | 3.9 | Develop and carry out internal and external communication plans |

Comments:**STANDARD #4 — ORGANIZATIONAL MANAGEMENT**

Gathering, analyzing and using data for decision making, framing and solving problems and quality management.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 4.1 | Frame, analyze and resolve problems using effective problem solving techniques and decision making skills |
| 0 | 1 | 2 | 3 | 4 | 4.2 | Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities |
| 0 | 1 | 2 | 3 | 4 | 4.3 | Acquire, allocate and manage all resources to ensure successful student learning |
| 0 | 1 | 2 | 3 | 4 | 4.4 | Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring |
| 0 | 1 | 2 | 3 | 4 | 4.5 | Articulate budget complexities to public in respectful, understandable manner |
| 0 | 1 | 2 | 3 | 4 | 4.6 | Demonstrate the ability to use technology to enhance administering business, student and other information and support systems |
| 0 | 1 | 2 | 3 | 4 | 4.7 | Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs |

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|--|
| 0 | 1 | 2 | 3 | 4 | 4.8 | Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues |
| 0 | 1 | 2 | 3 | 4 | 4.9 | Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma |

Comments:

STANDARD #5 — CURRICULUM PLANNING AND DEVELOPMENT

Designing curriculum and strategic planning to enhance teaching and learning, using theories of cognitive development, using valid assessments and use of technology.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 5.1 | Develop core curriculum design and delivery system based on content and assessment standards and best practices |
| 0 | 1 | 2 | 3 | 4 | 5.2 | Establish curriculum planning to anticipate occupational trends and school-to-career needs |
| 0 | 1 | 2 | 3 | 4 | 5.3 | Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction |
| 0 | 1 | 2 | 3 | 4 | 5.4 | Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming |
| 0 | 1 | 2 | 3 | 4 | 5.5 | Assess student progress using a variety of appropriate techniques |
| 0 | 1 | 2 | 3 | 4 | 5.6 | Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment |

Comments:

STANDARD #6 — INSTRUCTIONAL LEADERSHIP

Knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement. Applying research and best practice.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|--|
| 0 | 1 | 2 | 3 | 4 | 6.1 | Collaboratively develop, implement and monitor change process to improve student and adult learning |
| 0 | 1 | 2 | 3 | 4 | 6.2 | Implement appropriate safety and security practices in schools |
| 0 | 1 | 2 | 3 | 4 | 6.3 | Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners |
| 0 | 1 | 2 | 3 | 4 | 6.4 | Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes |
| 0 | 1 | 2 | 3 | 4 | 6.5 | Establish instructional strategies that include cultural diversity and differences in learning styles |
| 0 | 1 | 2 | 3 | 4 | 6.6 | Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process |

- 0 1 2 3 4 6.7 Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

Comments:

STANDARD #7 — HUMAN RESOURCES LEADERSHIP

Skill in developing staff evaluation and assessment and supervisory system to improve performance. Describing and applying legal requirements for selection, development, retention and dismissal.

Performance Indicators: (circle one rating only for each indicator)

- 0 1 2 3 4 7.1 Work with faculty and other stakeholders to identify system and staff needs and organize, facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies
- 0 1 2 3 4 7.2 Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development
- 0 1 2 3 4 7.3 Diagnose and improve organizational morale
- 0 1 2 3 4 7.4 Identify and apply appropriate polices, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity
- 0 1 2 3 4 7.5 Assess individual and institutional sources of stress and develop methods for reducing stress
- 0 1 2 3 4 7.6 Establish pupil personnel practices and procedures including effective student information systems

Comments:

STANDARD #8 — VALUES AND ETHICS OF LEADERSHIP

Understanding and modeling appropriate value systems, ethics and moral leadership. Exhibiting multi-cultural understanding coordinating social agencies and human services to help each student grow as a caring, informed citizen.

Performance Indicators: (circle one rating only for each indicator)

- 0 1 2 3 4 8.1 Exhibit multi-cultural and ethnic understanding and sensitivity
- 0 1 2 3 4 8.2 Describe role of schooling in a democratic society
- 0 1 2 3 4 8.3 Manifest a professional code of ethics and demonstrate personal integrity
- 0 1 2 3 4 8.4 Model accepted moral and ethical standards in all interactions

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|---|
| 0 | 1 | 2 | 3 | 4 | 8.5 | Explore and develop ways to find common ground in dealing with difficult and divisive issues |
| 0 | 1 | 2 | 3 | 4 | 8.6 | Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district |

Comments:

STANDARD #9 — LABOR RELATIONS

Understanding collective bargaining law and processes, contract management and effective relationships with bargaining groups.

Performance Indicators: (circle one rating only for each indicator)

- | | | | | | | |
|----------|----------|----------|----------|----------|-----|--|
| 0 | 1 | 2 | 3 | 4 | 9.1 | Develop bargaining strategies based upon collective bargaining laws and processes |
| 0 | 1 | 2 | 3 | 4 | 9.2 | Identify contract language issues and propose modifications |
| 0 | 1 | 2 | 3 | 4 | 9.3 | Participate in the collective bargaining processes as determined by the board |
| 0 | 1 | 2 | 3 | 4 | 9.4 | Establish productive relationships with bargaining groups while managing contracts effectively |

Comments:

**SUMMARY REPORT
SUPERINTENDENT EVALUATION**
insert district name
insert date

PART 1 — DISTRICT GOALS

Summary Rating — Goal #1:

(number of board members marking each rating)

- 4 Outstanding** _____
- 3 Very Good** _____
- 2 Satisfactory** _____
- 1 Needs Improvement** _____
- 0 Unacceptable** _____

Comments:

Summary Rating — Goal #2:

(number of board members marking each rating)

- 4 Outstanding** _____
- 3 Very Good** _____
- 2 Satisfactory** _____
- 1 Needs Improvement** _____
- 0 Unacceptable** _____

Comments:

Summary Rating — Goal #3:

(number of board members marking each rating)

- 4 Outstanding** _____
- 3 Very Good** _____
- 2 Satisfactory** _____
- 1 Needs Improvement** _____

0 Unacceptable _____

Comments:

PART 2 — Superintendent Job Description

J.1 Items from the job description which Board members think the Superintendent does best:

J.2 Items from the job description which Board members think are hardest for the Superintendent:

J.3 Items from the job description which Board members judge unsatisfactory:

PART 3. ASSESSMENT AGAINST AASA DEVELOPED SUPERINTENDENT PERFORMANCE STANDARDS

Summary Rating — Standard #1. LEADERSHIP AND DISTRICT CULTURE

(number of board members marking each rating)

4 Outstanding _____

3 Very Good _____

2 Satisfactory _____

1 Needs Improvement _____

0 Unacceptable _____

Comments:

Summary Rating — Standard #2. POLICY & GOVERNANCE

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #3. COMMUNICATIONS & COMMUNITY RELATIONS

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #4. ORGANIZATIONAL MANAGEMENT

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #5. CURRICULUM PLANNING & DEVELOPMENT

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #6. INSTRUCTIONAL LEADERSHIP

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #7. HUMAN RESOURCES LEADERSHIP

(number of board members marking each rating)

4	Outstanding	_____
3	Very Good	_____
2	Satisfactory	_____
1	Needs Improvement	_____
0	Unacceptable	_____

Comments:

Summary Rating — Standard #8. VALUES & ETHICS OF LEADERSHIP

