

Exhibit B: Superintendent Evaluation

Why Evaluate?

There are three primary reasons to evaluate the superintendent: alignment, communication, and accountability. It is much easier for me to lead and for the board to hold me accountable when the goals are clearly articulated, agreed upon and accompanied by agreed-upon objective performance measures.

Who Should Evaluate?

The superintendent should be evaluated by the full board sitting as a board. When the board acts on the superintendent's evaluation, as in everything else the board does, it speaks as a corporate body, not as nine separate voices.

When Should the Evaluation Occur?

The board either in its employment contract with the superintendent or in its policies should establish a schedule for evaluating the superintendent (assessment of performance section of the contract is included at the end of this document).

What Should an Evaluation Instrument Include?

The items in this evaluation are consciously aligned with the Pennsylvania Inspired Leadership standards. Each standard is followed by indicators that would reflect success in meeting the standard. The evaluation of each standard is assessed against the indicators. The indicators are designed to make the standard more concrete and identify the kinds of things that would be accepted as evidence of having met the standard. It is suggest that board use a Likert scale of 1-4 in rating the superintendent's performance against each standard.

SUPERINTENDENT EVALUATION TOOL
Leadership Standards

Standard 1 - SHARED VISION. An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

Standard 2 - CULTURE OF LEARNING. An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

Standard 3 - DECISION MAKING. An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

Standard 4 – MANAGEMENT. An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.

Standard 5 - FAMILY AND COMMUNITY. An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

Standard 6 – ETHICS. An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

Standard 7 – ADVOCACY. An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.

Standard 8 - PERSONAL AND PROFESSIONAL GROWTH. An education leader promotes the personalized student success by supporting professional growth of self and others through practice and inquiry.

Standard 9 - OBJECTIVE PERFORMANCE STANDARDS. Section 1073.1 of the Public School Code of 1949 provides that “the employment contract for a district superintendent shall include objective performance standards mutually agree to in writing by the board of school directors and the district superintendent.” The objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; 7) any additional criteria deemed relevant and mutually agreed to by the board and district superintendent.

Standard 1 (SHARED VISION) An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

Below are examples of behaviors that indicate success in meeting this standard:

- * In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- * Aligns and implements the educational program, plans, actions and resources.
- * Provides leadership for major initiatives and change efforts.
- * Communicates effectively to various stakeholders regarding progress with school goals.
- * Constructively handles dissent and disagreements within the organization.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 2 (CULTURE OF LEARNING) An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

Below are examples of behaviors that indicate success in meeting this standard:

- * Creates a system that prioritizes the needs of the staff in terms of professional development leading to improved student learning.
- * Oversees the evaluation of staff and ongoing coaching for improvement.
- * Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- * Is highly visible and engaged in the classrooms, schools and student activities.
- * Delegates appropriately to encourage the empowerment of staff

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 3 (DECISION MAKING) An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

Below are examples of behaviors that indicate success in meeting this standard:

- * Decisions are made after acquiring the best information possible.
- * Decisions are consistently made in a timely manner appropriate to the situation.
- * Decisions are consistently made based upon the needs of the students.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 4 (MANAGEMENT) An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.

Below are examples of behaviors that indicate success in meeting this standard:

- * Complies with state and federal mandates and local board policies.
- * Addresses current and potential issues in a timely manner.
- * Manages fiscal and physical resources responsibly, efficiently and effectively.
- * Maximizes instructional time by effectively designing and managing operational procedures.
- * Communicates effectively with both internal and external audiences about the operation of the school/system.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 5 (FAMILY AND COMMUNITY) An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

Below are examples of behaviors that indicate success in meeting this standard:

- * Mobilizes community resources to support individual student success.
- * Collaboratively establishes a culture that welcomes and honors families and seeks ways to engage them in student learning.
- * Evaluates staff and provides ongoing coaching for improvement.
- * Promotes collaboration with all stakeholders.
- * Is easily accessible and approachable to all stakeholders.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 6 (ETHICS) An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

Below are examples of behaviors that indicate success in meeting this standard:

- * Models values and beliefs and attitudes that inspire others to higher levels of performance.
- * Fosters and maintains supportive professional relationships with staff.
- * Is respectful of divergent opinions and of different points of view within the boundaries of the values and mission of the organization.
- * Acts in accordance with the letter and spirit of the law.
- * Meets commitments, verbal, written and implied.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 7 (ADVOCACY) An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.

Below are examples of behaviors that indicate success in meeting this standard:

- * Collaborates with community agencies and other decision makers to improve students' well-being.
- * Advocates for policies and practices to improve the welfare of students.
- * Communicates with all constituencies to advance the mission and goals of the district.
- * Communicates with all constituencies to advance the mission of public education.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 8 (PERSONAL AND PROFESSIONAL GROWTH) An education leader promotes the personalized student success by supporting professional growth of self and others through practice and inquiry.

Below are examples of behaviors that indicate success in meeting this standard:

- * Engages in periodic quality reflection and self-evaluation.
- * Seeks feedback from others internal and external to the school community.
- * Participates in professional development opportunities to extend and expand upon one's knowledge, skills and competencies, including performance coaching if appropriate.
- * Reads professionally and seeks to stay abreast of current education and leadership research and theory.
- * Engages in activities to promote personal good health.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4 3 2 1

Standard 9 (OBJECTIVE PERFORMANCE STANDARDS) Objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; 7) any additional criteria deemed relevant and mutually agreed to by the board and district superintendent. It is suggested that five or fewer standards be used to keep the focus on the district's most critical items.

Note: Section 1073.1 requires that the board to post the mutually agreed to objective performance standards on the school district's website. Upon completion of the annual performance assessment the board shall post the date of the assessment and whether or not the superintendent met the agreed to objective performance standards. It does NOT require the evaluation itself to be posted.

Below are criteria that should be considered when developing objective performance standards.

- * Standards must be clear and readily understandable so as to leave little room for misunderstanding by both the superintendent and members of the board.
- * Standards must be within the scope of the superintendent's control. They must only be held accountable for matters that are within their direct control.
- * Standards must be focused on district priorities by limiting the number of objective performance standards to the most important priority areas. PASA suggests no more than 5.
- * Standards must be directly aligned with the goals of the district as approved in board approved documents such as the district's mission and vision statements, strategic plan, superintendent's job description or board policies.
- * Standards should be designed to stretch, but not exceed, the capacity of the district in terms of time, talent and resources.
- * Standards must be readily measurable as determined through available quantitative data and/or through observation of activities/behavior.
- * Standards must have a clear timeframe for achievement – or reasonable benchmarks to measure progress.

Evaluation Summary

	<u>Rating</u>
Standard 1 - SHARED VISION	_____
Standard 2 - CULTURE OF LEARNING	_____
Standard 3 - DECISION MAKING	_____
Standard 4 – MANAGEMENT	_____
Standard 5 - FAMILY AND COMMUNITY	_____
Standard 6 – ETHICS	_____
Standard 7 – ADVOCACY	_____
Standard 8 - PERSONAL AND PROFESSIONAL GROWTH	_____
Standard 9 - OBJECTIVE PERFORMANCE STANDARDS: (Met/Did Not Meet)	