

SUPERINTENDENT EVALUATION

Thomasville City Schools

Purpose

The primary purpose of the Superintendent evaluation process should be improved performance by both the Superintendent and the Board, and, in turn, improvement in education outcomes for students. Evaluation of the Superintendent is an extension of the school district's improvement process, and shall be conducted in such a manner as to:

1. Assess the Superintendent's fulfillment of the expectations of the Board.
2. Clarify the expectations of the Board.
3. Assist the Superintendent toward personal and professional growth.
4. Foster trust and communication between the Superintendent and the Board.
5. Cite strengths and identify areas for improvement in the performance of the Superintendent.

Prerequisite Understandings (endorsed by North Carolina School Boards Association)

1. The Superintendent receives instruction only from the Board as a unit and is evaluated by the Board as a unit.
2. The Board cannot be an effective Board without an effective Superintendent.
3. The Board cannot expect the Superintendent to do a better job of evaluating subordinates than the Board does in evaluating the Superintendent.
4. The Board must want the Superintendent to succeed.
5. The Board as a whole must protect the Superintendent from the Board as individuals.

<h3><u>Performance Assessment</u></h3> <ol style="list-style-type: none">4 Exemplary Performance - Completes responsibilities at the highest levels of proficiency.3 Satisfactory Performance - Completes responsibilities at an acceptable level of proficiency.2 Needs Improvement - Sometimes fails to complete responsibilities at expected level of proficiency.1 Unsatisfactory - Does not meet expected performance levels.

Instructions:

Enter overall Performance Assessment rating for each Major Function to the left of each statement in bold. (This will be an average of the assessments for each lettered item under that Major Function.)

SUPERINTENDENT PERFORMANCE STANDARDS

Nine Major Functions

1. Educational Leadership/Vision

_____ **The Superintendent is an educational leader who facilitates the development, implementation, and communication of a shared vision that reflects excellence and equity for all students.**

- _____ a. Involves all stakeholders in the development of a shared vision of what the school system should be and a plan for how to get there
- _____ b. Communicates the district's vision, goals, and priorities to the community
- _____ c. Uses collaborative skills to lead diverse groups within the community to realize the vision and accomplish goals
- _____ d. Demonstrates a willingness to take risks necessary to build and implement the district's vision and achieve the district's goals
- _____ e. Implements and evaluates short and long range plans
- _____ f. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards

2. High Student Achievement

_____ **The Superintendent is an educational leader who promotes the development of organizational, instructional, and assessment strategies to maximize the educational achievement of all students.**

- _____ a. Provides programs and professional development to help students master the essential knowledge and skills defined by the NC Standard Course of Study
- _____ b. Evaluates the effectiveness of programs by monitoring student progress and makes modifications where necessary to ensure high student achievement
- _____ c. Promotes a healthy professional climate in the district
- _____ d. Fosters a culture of continuous improvement focused upon teaching and learning

3. Safe, Orderly, and Caring Schools

_____ **The Superintendent is an educational leader who works with others to ensure a working and learning climate that is safe, secure and respectful of diversity.**

- _____ a. Develops and implements programs to provide a safe, orderly, and caring school environment for all students
- _____ b. Designs and implements policies and programs to ensure the fair enforcement of student discipline and handling of misconduct in a prompt, consistent, and effective manner
- _____ c. Assures the allocation of support to resolve conflict and crises promptly and effectively
- _____ d. Demonstrates respect for all students, teachers, administrators, parents, and community members
- _____ e. Develops a facilities management plan which assures safe and adequate learning environments for all students

4. Quality Teachers, Administrators, and Staff

_____ **The Superintendent is an educational leader who fosters a culture of continuous improvement focused upon teaching, learning, and high student achievement.**

- _____ a. Leads and manages programs supporting the recruitment, induction, development, and retention of a diverse corps of quality teachers, administrators, and staff
- _____ b. Develops and implements sound personnel procedures
- _____ c. Models continuous learning and promotes the professional growth of self and others
- _____ d. Delegates responsibility appropriately
- _____ e. Involves personnel in planning
- _____ f. Provides opportunities for staff to communicate concerns
- _____ g. Effectively evaluates performance of central office staff members and principals
- _____ h. Insures the best utilization of staff resources to maximize student achievement
- _____ i. Recognizes, honors, and celebrates success

5. Strong Family, Community, and Business Support

_____ **The Superintendent is an educational leader who understands the importance of gaining the support and respect of the entire community in order to realize the vision of the school system.**

- _____ a. Strives to build a strong positive community attitude toward the school system
- _____ b. Gives attention to problems and opinions of all groups
- _____ c. Develops positive relationships with news media
- _____ d. Participates actively in community life and affairs
- _____ e. Interprets and actively promotes the education program to the community
- _____ f. Prepares and sends periodic communications to the community
- _____ g. Develops relationships with business and industry partners
- _____ h. Nurtures the involvement of parents in the education process

6. Effective and Efficient Operations

_____ **The Superintendent is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.**

- _____ a. Oversees day-to-day operations, including finance, operations, facilities, transportation, and food service programs, insisting on competent and efficient performance
- _____ b. Communicates effectively, using technology as appropriate to enhance communication
- _____ c. Promotes participatory decision-making and a team approach to problem solving
- _____ d. Involves stakeholders in setting school improvement goals and developing plans for achieving them, and supports decision-making authority at the most appropriate level closest to the classroom
- _____ e. Responds effectively and promptly to issues, and communicates resolutions in a timely manner
- _____ f. Develops and maintains information, data collection, and accountability systems capable of assessing and reporting district progress toward strategic and operational goals

7. Business and Finance

_____ **The Superintendent is an educational leader who understands the importance of a sound financial/business/budget plan for maximum use of resources.**

- _____ a. Evaluates financial needs of the district
- _____ b. Supervises preparation of a balanced budget based on district needs
- _____ c. Assures that district's business functions are efficiently managed
- _____ d. Serves as an effective steward of the district's fiscal resources
- _____ e. Aligns resources with educational goals and promotes equitable allocation of available resources
- _____ f. Works with city, local, state, and federal agencies to ensure allocation and resources for the district

8. Board/Superintendent Relationship

_____ **The Superintendent is an educational leader who understands the importance of developing a positive relationship with the Board that promotes open communication, trust, and collaborative effort for system-wide improvement.**

- _____ a. Keeps Board informed through both written and verbal communication
- _____ b. Offers professional advice and makes appropriate recommendations
- _____ c. Interprets and implements Board policy
- _____ d. Supports Board policies and actions to the public and staff
- _____ e. Has professional working relationship with Board
- _____ f. Treats Board members impartially
- _____ g. Seeks and accepts constructive criticism
- _____ h. Feels free to maintain opposition to matters under discussion by the Board until an official decision has been reached, after which time subordinates personal views to those of the Board

9. Professional Behaviors

_____ **The Superintendent is an educational leader who understands the importance of proper writing, speaking, appearance, judgment, and the ability to work well with others.**

- _____ a. Maintains high standards of ethics, honesty, and integrity in all matters
- _____ b. Earns respect of professional colleagues
- _____ c. Devotes time and energy effectively to the job
- _____ d. Acknowledges and respects diverse perspectives
- _____ e. Exercises good judgment in arriving at decisions
- _____ f. Defends principles and convictions in the face of pressure and partisan influence
- _____ g. Maintains poise and emotional stability
- _____ h. Uses language effectively in dealing with staff, Board, and public
- _____ i. Writes clearly and concisely
- _____ j. Speaks well in front of groups
- _____ k. Listens actively
- _____ l. Thinks well on the spot
- _____ m. Participates in professional development activities
- _____ n. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

What do you consider to be the two greatest strengths of the Superintendent?

In what two areas would you like to see the Superintendent improve skills and/or performance?

Comments:

Board Member Signature: _____ Date: _____

**COMPOSITE SUMMARY BY BOARD MEMBERS
ON THE NINE (9) MAJOR FUNCTIONS**

<p>Rating Scale: 4 Exemplary Performance 3 Satisfactory Performance 2 Needs Improvement 1 Unsatisfactory</p>

MAJOR FUNCTIONS	Composite	Board Member	Board Member	Board Member	Board Member	Board Member
1. Educational Leadership/Vision						
2. High Student Achievement						
3. Safe, Orderly, Caring Schools						
4. Quality Teachers, Administrators, Staff						
5. Strong Family, Community, and Business Support						
6. Effective and Efficient Operations						
7. Business and Finance						
8. Board/ Superintendent Relationships						
9. Personal Behaviors						