

Procedure for Evaluating the Superintendent of Schools

Board Of Education Evaluation Of The Superintendent Of Schools

Nature of the evaluation system:

A sound appraisal system provides opportunities for communication between the Superintendent of Schools and the Board of Education. The Superintendent and the Board working cooperatively can identify interests and priorities, translate them into goals and objectives and structure concrete prescriptive actions or activities focused on providing a good education for the students in the Hyde Park Central School District.

Careful planning, conscientious follow through and careful assessment of results carry the probability that meeting District needs will occur.

Specific purposes for this evaluative process are:

- ✧ Clarify the Board's expectations of the Superintendent's performance.
- ✧ Enable the Superintendent to know how his performance is perceived by the Board.
- ✧ Identify strengths and weaknesses in the Superintendent's performance.
- ✧ Improve communication between the Board and the Superintendent
- ✧ Provide a plan by which needs for improvement, if necessary, can be met.
- ✧ Foster a high trust level between Superintendent and Board
- ✧ Enable the Board to hold the Superintendent accountable for carrying out it's policies and responding to it's priorities.
- ✧ Assist the Board in better understanding its function and responsibilities.

In accordance with Section 100.2 (0) of the New Part 100 of the Commissioner's Regulations and Section 5, Page 4 of the Superintendent's Contract, the Board of Education will annually review the performance of the Superintendent of Schools.

Timelines for Setting Objectives and Evaluation of Superintendent

GOAL SETTING By June 30:	Superintendent targets priorities for the school year beginning July 1 and submits a plan to address them. District and Board goals are developed which define criteria, specific directions, and descriptions of the mutually agreed upon activities and tasks. (Regular Meeting)
By First Meeting August	Board members and Superintendent of Schools focus on evaluation document, goals, objectives, and process. (Executive Session)
MID-YEAR REVIEW	Mid-Year review for the purpose of sharing progress on objectives. Opportunity for Superintendent and the Board to discuss status of

By November 30:	goals/objectives. (Executive Session) Actions taken on any compensation adjustment (if appropriate) effective January 1 of subsequent year.
YEAR-END REVIEW By Last Week of May:	Superintendent submits statement describing status/achievement of annual goals and objectives. Evaluation forms to Board members.
By Second Week of June:	Evaluation forms returned to the President of the Board of Education. A composite evaluation report will be developed which averages rankings by categories and lists individual comments included under each category heading.
By Third Week of June:	Board members discuss composite evaluation form. (Executive Session without Superintendent - Meeting in lieu of June study session of Board)
By Last Week of June:	Board of Education and Superintendent discuss information contained in composite evaluation form. (Executive Session)
By June 30:	Formal written evaluation, approved by the Board, filed in Superintendent file with comments.

Evaluation Indicators

Rating Scale:

0	1	2	3	4	5	6	7	8
Unacceptable Performance		Concern Indicated		Satisfactory Performance		Exceeds Expectations		Superior Performance

Individual comments in any of the categories of evaluation may be made in the space provided. Any rankings below 3 must be supported with constructive feedback in the space provided.

Rating Criteria:

7 - 8	Superior Performance	The Superintendent excels in performing all tasks related to goals and objectives and/or accomplishing the mission of the school district.
5 - 6	Exceeds Expectations	The Superintendent does a good job in performing tasks related to goals and objectives and/or accomplishing the mission of the school district.
3 - 4	Satisfactory Performance	The Superintendent does an acceptable job in performing all tasks related to goals and objectives and/or accomplishing the mission of the school district.
1- 2	Concern Indicated	The Superintendent performs below an acceptable level in carrying out tasks related to goals and objectives and/or accomplishing the mission of the school district.
0	Unacceptable Performance	The Superintendent's performance in carrying out tasks related to goals and objectives and/or accomplishing the District mission is unacceptable, needing immediate attention and corrective work.

This evaluation is delineates seven categories:

1. [Overall performance](#)
2. [Board of Education](#)
3. [Educational Leadership](#)
4. [Personnel](#)
5. [Management](#)
6. [Parents, Students, and Community](#)
7. [Personal Qualities](#)

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Overall Performance

- ✎ Has a thorough knowledge and understanding of his responsibilities.
- ✎ Administers the affairs of the school District.
- ✎ Coordinates the district so that the organization operates smoothly and effectively.
- ✎ Takes necessary discretionary action for unusual situations not covered by Board policy and reports such activity to the Board as soon as practicable.
- ✎ Exhibits confidence and inspires confidence in others.
- ✎ After hearing different views, makes decisions firmly.
- ✎ Fosters a sense of continuous improvement in our educational delivery.
- ✎ Understands the budgetary process and makes recommendations to keep the District fiscally sound.
- ✎ Delegates adequately so the he can make time available for Board concerns.
- ✎ Understands the negotiations process and works with the team so that fair and fiscally responsible contracts are negotiated.
- ✎ Addresses annual goals and objectives in an acceptable manner.
- ✎ Promotes an atmosphere of mutual respect by dealing frankly and honestly with the Board at all times and treats all Board members alike.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Board of Education

- ✎ Interprets and executes the intent of Board policy.
- ✎ Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
- ✎ Ensures that the needs of staff are brought to the Board and that Board policies are explained to staff.
- ✎ Keeps the Board informed on issues, needs, and operations of the school system.
- ✎ Prepares agendas for Board meetings in conjunction with the Board officers. Requests special meetings when issues arise which need prompt attention.
- ✎ Provides information and options to Board members and acts as an agent of the Board as a whole.
- ✎ Seeks and accepts constructive feedback of his work.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Educational Leadership

- ⌘ Provides oversight for the instructional planning process while working with the Assistant Superintendent for Instruction to develop the Essential Content and Competencies.
- ⌘ Organizes a planned program of curriculum, evaluation, and assessment.
- ⌘ Ensures that State and Federal mandates are met and that new state initiatives are anticipated to the degree possible.
- ⌘ Maintains professional development by continuous study and, to the degree possible, actively participates in local, state and national meetings and organization
- ⌘ Recommends the selection of textbooks, instructional equipment, supplies, and the expenditure of funds to the Board.
- ⌘ Encourages and stimulates the search for alternative teaching techniques.
- ⌘ Exemplifies the skills and attitudes of a master teacher and inspires others to higher professional standards.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Personnel

- ⌘ Works with the Assistant Superintendent for Instruction and Business Official to maintain a responsive program of recruitment and selection.
- ⌘ Recommends the appointment of staff to respond to the needs of the educational program.
- ⌘ Administers Districts programs for supervision, evaluation, and discipline of personnel.
- ⌘ Recommends certified staff for tenure appointments.
- ⌘ Approves the organization of staff to permit performance of duties in an efficient, effective, and consistent manner.
- ⌘ Approves the preparation of organizational charts and recommends them to the Board.
- ⌘ Encourages good staff morale and loyalty to the Organization.
- ⌘ Enters into agreements with employee groups after appropriate good faith negotiations. Recommends these agreements to the Board.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Management

- ⌘ Works with appropriate staff to prepare an annual budget and presents it to the Board for review and approval.
- ⌘ Administers the budget and ensures that appropriate control and accounting

- procedures are implemented and maintained.
- ✎ Prepares comprehensive and timely reports (fiscal, personnel, etc.) to the Board to fulfill the Board's oversight responsibility.
- ✎ Assumes responsibility for the operation and supervision of the District Administrative Office.
- ✎ Determines that a comprehensive plan is developed and implemented for the orderly and efficient operation of the instructional and support services of the school district.
- ✎ Ensures that all official reports are prepared and submitted to the proper authorities; sees that special reports are prepared as requested by the Board.
- ✎ Takes necessary action when emergencies arise.
- ✎ Prepares the annual school calendar and submits it for approval by the Board.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Parents, Students, Community

- ✎ Solicits and gives attention to problems and opinions from many groups and individuals.
- ✎ Confers with students and parents as requested and refers them to the appropriate personnel for responses to their inquiries.
- ✎ Develops friendly and constructive relationships with local news media. Encourages parent participation and partnership in school district activities. Serves as spokesperson for the Schools District.

Constructive Feedback:

Please indicate your rating for this category:

0	1	2	3	4	5	6	7	8
---	---	---	---	---	---	---	---	---

Personal Qualities

- ✎ Maintains high standards of ethics, honesty, and integrity in all personal and professional categories.
- ✎ Defends principles and convictions in the face of public pressure and specific agendas.
- ✎ Devotes time and energy efficiently to the job.
- ✎ Demonstrates the ability to work well with individuals and groups.
- ✎ Exercises good judgement and democratic processes in arriving at decisions.
- ✎ Maintains poise and emotional stability in the full range of professional activities.
- ✎ Uses language effectively in dealing with staff members, the Board, and the public.
- ✎ Writes clearly and concisely.
- ✎ Thinks well on his feet when faced with unexpected emotional events in a large group meeting.
- ✎ Possesses and maintains the health and energy necessary to meet the responsibilities of the position.
- ✎ Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other Districts, and meeting other superintendents.

Constructive Feedback:

Summary

What are the three strongest areas of the superintendent's performance during the past year?

- 1.
- 2.
- 3.

What are the three areas most in need of improvement during the coming year?

- 1.
- 2.
- 3.