

**DeWitt Public Schools
Confidential Document
Board of Education Performance Review Form
For
Superintendent of Schools**

Each board member is to complete this form and return it to the Secretary of the Board Personnel Committee on or before Friday, February 15, 2002.

The board members on the Board Personnel Committee will review all seven documents and compile them into one official document which will be presented to the Superintendent at the March 11, 2002 Board of Education meeting.

The Superintendent's Job Description, Superintendent Goals, and District Goals are the major sources for the focus of this evaluation instrument you will be completing.

General Information about the Rating Procedure:

You are to place your assessment of the superintendent's performance anywhere on the scale you see as appropriate. There will be one scale for each of the seven areas to be evaluated.

Example:

1.0 = Needs
Improvement

2.5 = Meets
Expectations

4.0 = Excellent
Performance

1.0 1.5 2.0 2.5 3.0 3.5 4.0

You will also be asked to write any comments you have concerning the superintendent's performance in the space provided for each of the seven areas to be evaluated.

DEWITT DISTRICT GOALS 2000-01 THROUGH 2003-04

We believe schools are learning communities that exist for the purpose of student learning. Therefore, the following district goals have been designed to promote the growth and development of our student and adult learners.

❖ Target Area: Curriculum and Instruction

Goals:

- 1.To explore and promote programs and services for all learners.
- 2.To improve parents' understanding of curriculum and student programs.
- 3.To integrate the academic curriculum with school-to-work skills.
- 4.To examine, and when appropriate, implement successful and innovative instructional strategies.

❖ Target Area: Culture and Communication

Goals:

- 1.To increase the presence/strengthen the image of DeWitt Public Schools within our community and all of mid-Michigan.
- 2.To establish a culture, which celebrates critical thinking, respects differences, and fosters changing relationships.
- 3.To expand strategies for more effective communication and involvement with all stakeholders
- 4.To nurture and support faculty and staff at all stages of their careers.

❖ Target Area: Fiscal Responsibility

Goals:

- 1.To actively pursue alternative funding sources.
- 2.To educate various communities/stakeholders about fiscal realities and implications for the district.
- 3.To responsibly manage fiscal resources and facilities.

❖ Target Area: Technology

Goals:

- 1.To integrate current technology as the norm in instruction and management.
- 2.To tailor training in current technology to meet individual needs of the learning community.

❖ Target Area: Continuous Improvement

Goals:

- 1.To use a variety of assessment tools to improve district programs and services.
- 2.To achieve district-wide outcomes-based North Central Accreditation for the continual improvement of student achievement.
- 3.To strengthen professional performance and life-long learning of all staff.

Performance Needs Improvement			Performance Meets Expectations			Excellent Performance
1.0	1.5	2.0	2.5	3.0	3.5	4.0

SUPERINTENDENT GOALS

The 2001-2002 Superintendent Goals appear below. If an information item appearing in this confidential memo is connected in any way to one or more of these ten goals, the number of the connected goal will appear in parentheses after the item.

1. To strengthen a shared focus across the district for continuous improvement of academic achievement for all students and the fulfillment of the board adopted district goals.
2. To enhance district programs and services through the continual improvement of communication and collaboration with members of the community.
3. To rebuild and develop a collaborative leadership team, committed to working together effectively, to accomplish the district's mission.
3. To monitor and manage the district's budget to maintain the board's target of 1.61 months operating funds at the close of the 2001-2002 school year.
4. To develop and implement a three-year plan for professional development based on district needs, best practice and research for teachers, administrators and other staff for the expressed purpose of improving student achievement and strengthening collaborative learning communities.
5. To improve the retention rate of new teachers in the district through thoughtful hiring practices, growth-evoking induction services and mentoring relationships, ongoing professional development opportunities, and deliberate administrative support.
6. To continue to promote the implementation and application of technology in instruction as a tool to advance student learning and communication.
7. To respond to and address, in an efficient and appropriate manner, our community's needs in relationship to education, by improving customer service, developing or promoting more relevant community education programming, the exploration of additional advanced placement courses, or other targeted efforts.
8. To explore both private and public options for additional resources and to secure such funding to address district needs and program initiatives.
9. To maintain steady, successful progress toward an Ed.D. in Educational Leadership with a completion target of December 2002 or earlier.

Performance
Needs
Improvement

Performance
Meets
Expectations

Excellent
Performance

1.0

1.5

2.0

2.5

3.0

3.5

4.0

COMMENTS: _____

OTHER SKILLS AND ABILITIES:

- ❖ Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents.
- ❖ Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community.
- ❖ Ability to write speeches and articles for publication that conform to prescribed style and format.
- ❖ Ability to effectively present information to top management, public groups, and/or boards of directors.
- ❖ Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- ❖ Ability to define problems, collect data, establish facts, and draw valid conclusions.
- ❖ Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- ❖ Must be able to speak on demand to large groups of people.
- ❖ Must be able to transport between school buildings, districts and cities.
- ❖ Ability to apply knowledge of current research and theory in specific field.
- ❖ Ability to establish and maintain effective working relationships with students, staff and the school community.
- ❖ Ability to speak clearly and concisely both in oral and written communication.
- ❖ Ability to perform duties with awareness of all district requirements and Board of Education policies.

Performance Needs Improvement				Performance Meets Expectations				Excellent Performance
1.0	1.5	2.0	2.5	3.0	3.5	4.0		

COMMENTS: _____



