

**Board of Education  
Evaluation of the Superintendent**

**Instructions for Board Members:**

1. Attached are forms to be completed by each individual board member rating the Superintendent's Priority Objectives. A separate page is provided for each Priority Objective. Each board member should rate all Priority Objectives.
2. Each Performance Standard has performance indicators listed. These performance indicators suggest objective measures to consider when choosing an overall rating selected for that Superintendent's Priority Objective. Do not rate each performance indicator separately. The only rating is for each of the Superintendent's Priority Objectives.
3. Comments supporting your rating will be helpful in providing back-up during the board discussion to prepare a summary evaluation form. Comments are necessary to justify a rating of (1) "Not Meeting Standards or (4) "Exceeding Standards."
4. The individual board member's forms should be returned to the board chair or designated board member for compilation.

### **Part 1: Superintendent's Priority Objectives**

These priority objectives reflect a shared decision and commitment by the Superintendent-Board team to pursue actions and resources for continued improvement of the school district's operations and outcomes. The following materials reflect the priority objectives agreed to by the Superintendent and board at the beginning of the year.

For each objective, individual Board members will rate the performance of the Superintendent on meeting the objective and make comments supporting the rating.

**Part 1: Priority Objective 1 (list objective)**

Objective Performance Rating (circle)

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- 4 Exceeding Standards
- 3 Meeting Standards
- 2 Working Toward Standards
- 1 Not Meeting Standards

Comments:

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**When rating Priority Objectives, keep in mind the Performance Standards listed below and try to link comments to referred standards.**

- 1. Instructional Leadership (Refer to page 13)
- 2. School Finance (Refer to page 13)
- 3. Board Relations (Refer to page 14)
- 4. Human Resource Management (Refer to page 15)
- 5. Facilities and Equipment Management (Refer to page 15)
- 6. Communications (Refer to page 16)
- 7. Personal Qualities and Growth (Refer to page 16)

**Part 1: Priority Objective 2 (list objective)**

Objective Performance Rating (circle)

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- 4 Exceeding Standards
- 3 Meeting Standards
- 2 Working Toward Standards
- 1 Not Meeting Standards

Comments:

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**When rating Priority Objectives, keep in mind the Performance Standards listed below and try to link comments to referred standards.**

- 1. Instructional Leadership (Refer to page 13)
- 2. School Finance (Refer to page 13)
- 3. Board Relations (Refer to page 14)
- 4. Human Resource Management (Refer to page 15)
- 5. Facilities and Equipment Management (Refer to page 15)
- 6. Communications (Refer to page 16)
- 7. Personal Qualities and Growth (Refer to page 16)

**Part 1: Priority Objective 3 (list objective)**

Objective Performance Rating (circle)

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- 4 Exceeding Standards
- 3 Meeting Standards
- 2 Working Toward Standards
- 1 Not Meeting Standards

Comments:

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**When rating Priority Objectives, keep in mind the Performance Standards listed below and try to link comments to referred standards.**

- 1. Instructional Leadership (Refer to page 13)
- 2. School Finance (Refer to page 13)
- 3. Board Relations (Refer to page 14)
- 4. Human Resource Management (Refer to page 15)
- 5. Facilities and Equipment Management (Refer to page 15)
- 6. Communications (Refer to page 16)
- 7. Personal Qualities and Growth (Refer to page 16)

**Part 1: Priority Objective 4 (list objective)**

Objective Performance Rating (circle)

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- 4 Exceeding Standards
- 3 Meeting Standards
- 2 Working Toward Standards
- 1 Not Meeting Standards

Comments:

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**When rating Priority Objectives, keep in mind the Performance Standards listed below and try to link comments to referred standards.**

- 1. Instructional Leadership (Refer to page 13)
- 2. School Finance (Refer to page 13)
- 3. Board Relations (Refer to page 14)
- 4. Human Resource Management (Refer to page 15)
- 5. Facilities and Equipment Management (Refer to page 15)
- 6. Communications (Refer to page 16)
- 7. Personal Qualities and Growth (Refer to page 16)

**Part 1: Priority Objective 5 (list objective)**

Objective Performance Rating (circle)

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- 4 Exceeding Standards
- 3 Meeting Standards
- 2 Working Toward Standards
- 1 Not Meeting Standards

Comments:

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**When rating Priority Objectives, keep in mind the Performance Standards listed below and try to link comments to referred standards.**

- 1. Instructional Leadership (Refer to page 13)
- 2. School Finance (Refer to page 13)
- 3. Board Relations (Refer to page 14)
- 4. Human Resource Management (Refer to page 15)
- 5. Facilities and Equipment Management (Refer to page 15)
- 6. Communications (Refer to page 16)
- 7. Personal Qualities and Growth (Refer to page 16)

## Part 1: Summary Rating

### Superintendent's Priority Objective 1 – Summary

The following is the summary of Board members' ratings and comments about the superintendent's performance related to the agreed upon goals.

*(Indicate number of Board members using each rating.)*

Objective (State Priority Objective)

4-Exceeding Standards

3-Meeting Standards

2-Working Toward Standards

1-Not Meeting Standards

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consensus Rating: \_\_\_\_\_

**Comments:**

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**Consensus Statement:**

## Part 1: Summary Rating

### Superintendent's Priority Objective 2 – Summary

The following is the summary of Board members' ratings and comments about the superintendent's performance related to the agreed upon goals.

*(Indicate number of Board members using each rating.)*

Objective (State Priority Objective)

4-Exceeding Standards

3-Meeting Standards

2-Working Toward Standards

1-Not Meeting Standards

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consensus Rating: \_\_\_\_\_

**Comments:**

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Consensus Statement:

## Part 1: Summary Rating

### Superintendent's Priority Objective 3 – Summary

The following is the summary of Board members' ratings and comments about the superintendent's performance related to the agreed upon goals.

*(Indicate number of Board members using each rating.)*

Objective (State Priority Objective)

4-Exceeding Standards

3-Meeting Standards

2-Working Toward Standards

1-Not Meeting Standards

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consensus Rating: \_\_\_\_\_

**Comments:**

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**Consensus Statement:**

## Part 1: Summary Rating

### Superintendent's Priority Objective 4 – Summary

The following is the summary of Board members' ratings and comments about the superintendent's performance related to the agreed upon goals.

*(Indicate number of Board members using each rating.)*

Objective (State Priority Objective)

4-Exceeding Standards

3-Meeting Standards

2-Working Toward Standards

1-Not Meeting Standards

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consensus Rating: \_\_\_\_\_

**Comments:**

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**Consensus Statement:**

## Part 1: Summary Rating

### Superintendent's Priority Objective 5 – Summary

The following is the summary of Board members' ratings and comments about the superintendent's performance related to the agreed upon goals.

*(Indicate number of Board members using each rating.)*

Objective (State Priority Objective)

4-Exceeding Standards

3-Meeting Standards

2-Working Toward Standards

1-Not Meeting Standards

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Consensus Rating: \_\_\_\_\_

**Comments:**

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**Consensus Statement:**

## **Standard 1: Instructional Leadership**

The Superintendent is focused on continually improving student achievement. Time and resources are used and directed to achieve articulated goals. This standard also centers on applying research, best practices and sensitivity with respect to diversity in the community and the district.

### **Performance Indicators:**

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- Participates with staff, board and community in studying and developing curriculum improvement.
  - Provides leadership direction in curriculum work, utilizing the abilities and talents of the entire professional staff and community members as appropriate.
  - As Chief School Executive, administers the development and maintenance of a positive education program with a strong vision that is universally communicated.
  - Is knowledgeable and well informed about all aspects of the instructional program.
  - Recommends to the Board for its adoption all courses of study, curriculum guides and major changes in program and time schedules to be used in the schools.
  - Reviews and updates the instructional program on a continuing basis and provides recommendations to the Board for the educational advancement of the school district.
  - Coordinates and establishes district-wide priorities and objectives.
  - Analyzes and shares achievement data with the Board, Administration and Teacher Leaders and the faculty.
  - Encourages in-service education and staff professional growth.
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## **Standard 2: School Finance**

The Superintendent provides leadership in the area of school finances, and recommends actions to the Board that will ensure financial stability while utilizing sound business practices.

### **Performance Indicators:**

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- Provides leadership and supervision in the development and presentation of a realistic annual budget based on revenue sources and program priorities.
- Assures that the district has long-range financial forecast plans that are realistic, updated, and implemented.
- Assures through available resources that adequate accounting and control procedures are in place, updated and in accordance with General Accepted Accounting Principles and Regulations of the Commissioner of Education.
- Prepares and submits periodic financial data as necessary in a clear, concise and professional manner (e.g., monthly reports).
- Provides the Board of Education with such information as may be required by the Board for sound decision-making in the annual budget development process.
- Communicates a vision of the budget to all stakeholders.

- Maintains efficient procedures to maximize income safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget.
  - Works with the audit committee to effectively manage all internal and external audits, keeps the Board audit committee informed, and implements corrective action plans as appropriate.
  - Provides leadership in service cost reductions by exploring, and, as appropriate, implementing strategies, i.e.; shared services, shared transportation, inter-municipal agreements.
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### **Standard 3: Board Relations**

The Superintendent strives for positive and productive relations with the Board of Education.

#### **Performance Indicators:**

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- Prepares an agenda, in coordination with the Board President, which sets forth all known items of business to be conducted at the next Board meeting.
  - Promotes a harmonious working relationship with the Board.
  - Remains impartial toward the Board, treating all Board Members alike.
  - Refrains from criticism of individual or group members of the Board.
  - Goes to the Board when he/she feels a serious difference of opinion exists between him/her and the Board, in an earnest effort to resolve such difference immediately.
  - Is the liaison between the Board and personnel.
  - Keeps the Board informed on issues, needs and operation of the school district, by providing regular updates and presentations that are beneficial to the Board in carrying out its responsibilities.
  - Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis.
  - Develops administrative procedures for implementing Board policy and ensures the enforcement of all policies, applicable laws, rules and regulations.
  - Seeks and accepts constructive feedback of his/her work.
  - Encourages the Board to participate in professional development opportunities.
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#### **Standard 4: Human Resource Management**

The Superintendent shall implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements.

##### **Performance Indicators:**

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- Recommends to the Board the recruitment, selection, assignment, promotion, dismissal, and evaluation of all personnel.
- Informs the staff of Board policies and relevant state and federal laws and regulations related to the operation of a school district.
- Is impartial, firm, and fair in decisions dealing with staff.
- Provides for the proper evaluation and supervision of all staff
- Meets and confers with the leaders of all employee units, representing the interest and will of the Board.
- Recommends the number and types of positions required to provide proper personnel for the operation of the school district.
- Ensures that appropriate disciplinary steps are taken as deemed necessary, and that the process adheres to relevant law, collective bargaining agreement(s) and/or by legal counsel.

#### **Standard 5: Facilities and Equipment Management**

The Superintendent will provide oversight of the physical plant and equipment, and recommend to the Board improvements, alterations and changes as deemed necessary.

##### **Performance Indicators:**

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- Works with the Board to develop a long-range plan for facilities management.
  - Works with the Board to develop a facilities budget and capital projects (as applicable).
  - Maintains a current five-year facilities plan based on Board priorities and the districts building condition survey and annual visual inspections (as applicable).
  - Assumes general responsibility for the supervision and direction of school plant operation, maintenance, construction and for ascertaining future school facilities needs.
  - Assumes the responsibility of ensuring that the district's facilities and practices are conducive to a healthy and safe learning and working environment.
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## **Standard 6: Communication**

The Superintendent will work with the communications committee to promote effective two-way communications with students, staff, parents and the community as a whole.

### **Performance Indicators:**

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(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- Actively represents the district in its dealings with other school districts, institutions, agencies, community organizations, and the general public.
- Develops positive and meaningful relationships with news media.
- Maintains a high level of visibility within the school district.
- Gains the respect and support of the community for the operation of the school district.
- Attends to problems and solicits opinions of groups and individuals.

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## **Standard 7: Personal Qualities and Growth**

The Superintendent will work diligently both by example and through his leadership to ensure a good learning environment for the students and a quality work environment for all employees conducive to positive morale.

### **Performance Indicators:**

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(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- Exhibits good judgment, common sense and perception.
- Is poised and controlled in the face of controversy.
- Communicates effectively, expressing ideas in a logical and forthright manner.
- Is able to delegate authority and responsibility effectively and to hold subordinates accountable.
- Utilizes staff input in arriving at critical decisions.
- Assumes responsibility for his/her professional growth and development, for keeping current with literature and new research findings and for attending appropriate professional meetings.
- Shows enthusiasm about education.
- Demonstrates integrity.
- Maintains a sense of humor.
- Sets an example of a positive and professional leadership style.

## **Final Evaluation Format**

In addition to the discussion between the Board and Superintendent of the work materials used to evaluate the Superintendent, a final evaluation statement should be provided to the Superintendent. This statement, provided by the board president or designated board member, would be placed in the personnel file of the Superintendent.

### **Suggested Format:**

To: Superintendent of Schools, Ichabod Crane Central School District

From: Board of Education, Ichabod Crane Central School District

Date:

Re: Evaluation of Superintendent for \_\_\_\_\_ School Year

Dear Mr./Mrs. and Name,

The Ichabod Crane Board of Education has completed a thorough and thoughtful review of your performance for the \_\_\_\_\_ school year. This review has included materials you provided as part of your self-evaluation and presentation of accomplishments. The board and you have also had the opportunity to discuss material submitted by individual board members and materials developed by the entire board. This evaluation is a consensus decision that included all members of the Board of Education.

The evaluation of your overall performance as a Superintendent for the \_\_\_\_\_ school year is (exceeding standards, meeting standards, working toward standards, or not meeting standards). In particular, the board wishes to (commend you for, make these suggestions for improvement in the coming year):

#### **List of Commendations and/or Suggestions**

Signatures: Your signature and the Board President's signature will indicate receipt of this evaluation and a consensus of the entire board on the evaluation.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board President's Signature

\_\_\_\_\_  
Date

Copies to: Superintendent  
Superintendent's Personnel File