

SUPERINTENDENT EVALUATION

The following statements describe various aspects of a superintendent and his or her work: personal qualities, relationships with the board, community relationships, staff and personnel relationships, educational leadership, and business and finance.

For each item, there are three possible choices:

3 = Strong

2 = Satisfactory

1 = Weak

Please mark the (one) choice that most accurately describes your experience as a board member. You are encouraged to include comments.

PERSONAL QUALITIES

		3	2	1	Comments
1	Defends principles and conviction in the face of pressure and partisan influence.				
2	Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.				
3	Earns respect and standing among professional colleagues.				
4	Devotes time and energy effectively to the job.				
5	Demonstrates ability to work well with individuals and groups.				
6	Exercises good judgment, forwards sensible ideas and utilizes democratic processes in arriving at decisions.				
7	Maintains poise and emotional stability on the job at all times.				
8	Possesses and maintains the health and energy necessary to meet the responsibilities of the position.				
9	Is suitably attired and well groomed.				
10	Expresses his/her ideas in a logical and forthright manner.				
11	Writes clearly and concisely.				
12	Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.				
13	Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.				
14	Maintains professional development by reading, coursework, conference attendance, working on professional committees, visiting other districts, and meeting with other superintendents.				

RELATIONSHIPS WITH THE BOARD

		3	2	1	Comments
1	Keeps the board informed on issues, needs, and operation of the school system.				
2	Offers professional advice to the board on matters requiring board action, with recommendations based on appropriate study and analysis.				
3	Interprets and executes the intent of board policy.				
4	Seeks and accepts constructive criticism of work.				
5	Supports board policy and actions in discussions with the staff and public.				
6	Has a harmonious working relationship with the board.				
7	Understands role in administration of board personnel policy, makes recommendations for employment or promotion of personnel in writing and with appropriate supporting data.				
8	Accepts responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the board and staff.				
9	Treats all board members alike and promotes a harmonious working relationship within the board.				
10	Refrains from criticism of individual board members or the board as a whole.				
11	Displays ability to respectfully disagree with the board on an issue, without regard for its popularity, until a final decision is reached by the board.				

COMMUNITY RELATIONSHIPS

		3	2	1	Comments
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1	Gains respect and support of the community on the conduct of operation of the schools.				
2	Solicits and gives attention to problems and opinions of all groups and individuals.				
3	Develops friendly and cooperative relationships with news media.				
4	Is visible to the public, and participates actively in community life and affairs.				
5	Works to be a community leader in public education.				
6	Works effectively with public and private agencies.				
7	Purposely engages the community to provide opportunities for input.				
8	Provides opportunities for students to meet and discuss the operation of the District.				

STAFF AND PERSONNEL RELATIONSHIPS

		3	2	1	Comments
1	Develops and executes sound personnel procedures and practices.				
2	Develops good employee morale and loyalty to the district.				
3	Treats personnel fairly, without favoritism or discrimination.				
4	Delegates authority to administrative personnel appropriate to the position each holds.				
5	Recruits and assigns the best available personnel in terms of their competencies.				
6	Encourages participation of appropriate employees and groups in planning, procedures, and policy interpretation.				
7	Evaluates performance of appropriate administrative personnel, giving commendation for good work as well as requirements for improvement.				
8	Insists on a high level of performance of duties by all school personnel.				
9	Seeks appropriate feedback on his/her performance from administration and other staff.				

EDUCATIONAL LEADERSHIP

		3	2	1	Comments
1	Understands and keeps informed regarding significant aspects of the instructional program.				
2	Implements the district's vision and improvement plan.				
3	Participates with staff, board, and community in analyzing and evaluating instructional improvement.				
4	Provides for and encourages an effective program of staff evaluation, and promotes improvement of job performance through professional development or other means.				
5	Inspires others to highest professional standards.				
6	Establishes appropriate standards for student conduct and implements corrective action when necessary.				
7	Bases instructional program decisions and recommendations on the best interests and needs of students.				
8	Develops and executes sound personnel procedures and practices which recruit and assign the best available personnel in terms of their competencies for the job.				
9	Maintains an appropriate balance of administrative staff involvement in the management and operation of the District as well as recommendations to the board.				

BUSINESS AND FINANCE

		3	2	1	Comments
1	Keeps informed on the needs of the school program – plant, facilities, equipment, and supplies.				
2	Provides financial operation oversight, insisting on competent and effective performance.				
3	Determines that funds are spent wisely, and adequate control and accounting are maintained.				
4	Evaluates financial needs and makes recommendations for adequate, prudent budgets.				
5	Recommends budgets within projected revenue that reflect the needs of students and represent the desires of the board, staff and community.				
6	Adequately informs the board of financial or management implications involved in collective bargaining with District employees.				

OVERALL COMMENTS:

SIGNATURE OF SUPERINTENDENT

DATE

SIGNATURE OF BOARD PRESIDENT

DATE