

SUPERINTENDENT PERFORMANCE EVALUATION FORM

Evaluation of the district superintendent is a critical responsibility of the board of school directors. Effective evaluations begin during the selection process. PSBA suggests that the board work to develop strong selection criteria that represent the current and anticipated needs of the district at the time of hire. However, finding the right candidate for your district is only the first step in moving the district in a direction consistent with the vision of the Board. Boards should continuously monitor the superintendent in a number of key areas, including her/his ability to achieve annually determined desired outcomes for the district. According to researchers Orlikoff and Totten, the purposes and benefits of an effective evaluation process include:

- Linking compensation to CEO (Chief Educational Officer) performance and providing an objective basis for recognizing and rewarding excellent performance
- Focusing the CEO's activities on the organization's (district's) mission and strategic plan
- Providing a mechanism to assess how effectively the CEO has implemented board policies and decisions
- Providing a basis for future CEO performance expectations
- Facilitating coordination and teamwork among the organization's leadership
- Creating a formal system for CEO professional and personal development
- Communicating board expectations of the CEO
- Establishing parameters for CEO performance that enable the board to retain, provide constructive feedback regarding CEO professional and personal performance, and if necessary, quickly and appropriately terminate the CEO

This evaluation tool allows boards to evaluate CEO performance by considering professional competency in the areas of Student Growth and Achievement, Organizational Leadership, District Operations and Financial Management, Communication and Community Relations, Human Resource Management, and Professionalism. The evaluation tool also encourages school boards to work collaboratively with the superintendent to develop annual goals that may be associated with immediate and longer-term strategic planning and district improvement initiatives.

Proactively implementing and utilizing a structured evaluation tool such as this promotes a clear line of communication between the CEO and the school board that clarifies expectations while providing for a defensible and clear assessment of overall performance.

This evaluation tool uses the below assessment measures as a basis for indicating your impression of the superintendent's performance in the areas of Student Growth and Achievement; Organizational Leadership; District Operations and Financial Management; Communication and Community Relations; Human Resource Management; and Professionalism.

Distinguished	<ul style="list-style-type: none"> • Performance is clearly outstanding • Performance is superior, far exceeding expectations • Performance is exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations
Proficient	<ul style="list-style-type: none"> • Adequately performs all functions within the role, meeting or occasionally exceeding expectations • Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance
Needs Improvement	<ul style="list-style-type: none"> • Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies • Performance is less than adequate on a periodic or frequent basis – the superintendent may be developing within the position, but needs to improve to be considered proficient
Failing	<ul style="list-style-type: none"> • Performance is below acceptable levels • Fails to meet most expectations associated with the role of superintendent – substantial professional improvement is needed before the superintendent can be considered proficient in the role

The superintendent is evaluated on each of six *Objective Performance Standards*. *Objective Performance Standards* should be included in the superintendent's contract, and are the basis for the overall performance rating made available to the public at the completion of the performance review. Below each *Objective Performance Standard* are several customizable *Key Performance Indicators* that may help board members and the Board to assess overall performance in each *Standard*. Boards are encouraged at the beginning of the evaluation cycle to discuss each *Objective Performance Standard* to determine if and what changes should be made to the *Key Performance Indicators* so that they remain representative of the collective expectations of the Board.

Superintendent's Name: **MARK K. LEIDY, Ed.D.**

Evaluator's Name:

School Year: 2014/2015

Using the ratings described above, place an "X" in the appropriate box indicating the superintendent's performance in each area.

<u>Objective Performance Standard</u> Student Growth and Achievement <i>Superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the board of school directors. Annual or other district performance objectives are articulated and clearly achieved under the direction of the superintendent relative to PSSA, PVAAS, and other locally determined measures.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Effectively works with the Board to develop and monitor district policy and administrative regulations related to Student Growth and Achievement				
Demonstrates understanding and appropriate use of performance measures established within the district in support of specific goals and initiatives				
Appropriately monitors student achievement on PSSA tests and has actively developed successful strategies for improvement including meeting annual requirements for Adequate Yearly Progress				
Monitors, oversees, and encourages use of PVAAS data among professional staff with regard to making curricular, staffing, and strategic planning decisions within the district				
Has ensured all performance targets* for staff and students have been met for the most current evaluation period				

*Target-School performance profile for all applicable buildings will have a rating of green or above, score will be based on majority of buildings at each level (i.e.-3 of 5 buildings at dark blue would result in distinguished score, but any building at yellow or below would result in needs improvement or failing for this performance indicator.)

How would you classify the superintendent's overall performance in the area of Student Growth and Achievement?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

<u>Objective Performance Standard</u> Organizational Leadership – <i>Superintendent has worked collaboratively with the Board to develop a vision for the district, displays an ability to identify and rectify problems affecting the district, works collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and works to influence the climate and culture of the district.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Effectively works with the board to develop and monitor district policy and administrative regulations related to Organizational Leadership				
Has ensured priorities and initiatives are in alignment with a clearly defined and well-articulated vision for the district				
Has developed and implemented operational plans and processes to accomplish strategic goals				
Demonstrates an ability to assist and motivate others in achieving personal, professional, and district goals				
Is skilled in identifying, analyzing, and resolving skilled problems that impact the district				
Maintains a regular presence in district buildings and at district events for the purpose of monitoring effectiveness of programming				
Uses strategic initiatives and district performance data to identify appropriate professional development opportunities for staff within the district				
Works appropriately within the role of instructional leader, while providing clear direction for teachers and administrators regarding curricular decisions				
Demonstrates clear understanding of board/superintendent relationship including appropriate roles and responsibilities				
Ensures compliance with all applicable local, state, and federal laws/regulations				

How would you classify the superintendent’s overall performance in the area of Organizational Leadership?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

<u>Objective Performance Standard</u> District Operations and Financial Management <i>Superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Effectively works with the board to develop and monitor district policy and administrative regulations related to District Operations and Financial Management				
Regularly assesses state of district facilities and equipment and develops replacement and updating schedules as appropriate				
Demonstrates knowledge appropriate to the role of the superintendent regarding all financial and budgeting issues				
Works with the board and district business official to successfully accomplish financial and budgetary priorities including meeting all timelines associated with the annual budget				
Develops contingency plans designed to address anticipated and unanticipated budgetary necessities				
Provides regular as requested financial and budgetary reports to the board				
Ensures end-of-year results are consistent with budgetary planning expectations				

How would you classify the superintendent's overall performance in the area of District Operations and Financial Management?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

<u>Objective Performance Standard</u> Communication and Community Relations <i>Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Effectively works with the board to develop and monitor district policy and administrative regulations related to Communication and Community Relations				
Has worked successfully with the board to build support in the community for the district's vision, mission, and both long and short-term priorities				
Handles media resources skillfully, and regularly demonstrates sound judgment when communicating with the public				
Maximizes utilization of multiple methods for delivering accurate, timely, and reliable information to the Board and community				
Has been able to successfully build school/community partnerships that benefit students and staff				
Communicates effectively with the board and coordinates the flow of information from administrators to board committees in a manner consistent with Board Operating Guidelines				

How would you classify the superintendent's overall performance in the area of Communication and Community Relations?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

<u>Objective Performance Standard</u> Human Resource Management <i>Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Effectively works with the board to develop and monitor district policy and administrative regulations related to Human Resource Management				
Appropriately manages district staff, assigning functions, delegating effectively, and determining accountability as necessary				
Ensures timely completion of all district wide staff evaluations				
Ensures alignment of superintendent evaluation goals with that of key personnel				
Has ensured training and professional development opportunities for all professional staff related to new requirements for teacher and administrator evaluation				
Institutes sound employee relations programs to improve relationships between and among all staff members				
Effectively monitors all aspects of the collective bargaining agreement(s) in the district				

How would you classify the superintendent's overall performance in the area of Human Resource Management?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

<u>Objective Performance Standard</u> Professionalism <i>Superintendent models professional decision-making processes and ethical standards consistent with the values of Pennsylvania's public education system as well as that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.</i> <u>Key Performance Indicators</u>	Distinguished	Proficient	Needs Improvement	Failing
Demonstrates recognition and understanding of public education's role in promoting civic responsibility				
Performs all duties in a manner consistent with the values and expectations of the board and community at large				
Supports a standards-based approach to governance, leadership, and instruction throughout the district				
Encourages an inclusive and respectful environment that aligns with the organization's execution of the district's vision, mission, and strategic goals.				
Demonstrates ethical and personal integrity consistent with expectations associated with the role of superintendent				
Maintains the confidence and trust of school professionals and the community				
Continuously monitors effectiveness within the role of the superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection				

How would you classify the superintendent's overall performance in the area of Professionalism?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

Formative Assessment

Based on your perceptions of the superintendent's performance noted above:

What are the superintendent's major strengths?

1. _____
2. _____
3. _____

In what areas do you see a need for improvement?

1. _____
2. _____
3. _____

What resources should be made available in order to support improvement strategies, or what steps should the superintendent take in order to improve performance in areas identified for improvement?

1. _____
2. _____
3. _____

Annual Goals

This form provides the superintendent with an opportunity to update the Board on the status of annual performance goals. Annual performance goals should be mutually determined at the beginning of the evaluation cycle by the board/superintendent team. Annual performance goals may support personal professional development for the superintendent, or may be derived from the long and short term priorities and needs within the district.

Status of Annual Goals for School Year _____

<u>Goal</u>	<u>Status/Results</u>

How would you rate the superintendent's performance in achieving desired annual goals for the district?

Distinguished	Proficient	Needs Improvement	Failing
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