

The Penn Hills School District
Superintendent Evaluation - 2016

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.

Student Growth and Achievement

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 standardized assessments, PVAAS, or other locally determined measures.

Distinguished ✓	Proficient	Needs Improvement	Failing
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Organizational Leadership

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.

Distinguished ✓	Proficient	Needs Improvement	Failing
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District Operations and Financial Management

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.

Distinguished ✓	Proficient	Needs Improvement	Failing
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Communication and Community Relations

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.

Distinguished	Proficient ✓	Needs Improvement	Failing
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Human Resource Management

Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.

Distinguished	Proficient ✓	Needs Improvement	Failing
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Professionalism

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.

Distinguished ✓	Proficient	Needs Improvement	Failing
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Overall Evaluation Score including meeting and/or exceeding goals set:

Distinguished ✓	Proficient	Needs Improvement	Failing
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