



This evaluation is composed of two parts: Part I, **Progress Towards District Goals and Objectives**; and Part II, **Evaluation of Leadership Skills**.

Part I, **Progress Towards District Goals** is based on your district's goal setting. It directly links the action plans developed by your administration to the evaluation document. The superintendent fills out Part I completing Goals/Objectives, the Indicator of Achievement and his/her assessment of success. The completed form is given to each board member who then marks the form agreeing or disagreeing with the superintendent's assessment. Comments on each area are needed to support your ratings.

Part II, **Evaluation of Leadership Skills** incorporates those elements of job performance typically found in the district's job description, as well as those skills deemed to be most effective in assuring optimal management and guidance of a school district. (NOTE: This **Evaluation of Leadership Skills** aligns directly with the NJSBA sample Superintendent job description). Formal and informal observations of the superintendent over the course of the year will provide relevant material for you in completing this form. Please remember that you are viewing the performance over a full year, and that the Superintendent takes action at the request of the majority of the board, not individual members.

Using this instrument, you have the opportunity to give a rating to every indicator within each of the major categories. Pay particular attention to those indicators which you have marked as **Commendable** and those that you have judged to be in **Need of Improvement or Unsatisfactory**; providing specific comments and examples is most critical in these areas. Comments may also highlight distinguished performance in any specific area. You may also suggest areas for development of the superintendent's personal goals in any of the categories.

Each indicator should be completed using the following scale:

Commendable -- consistently exceeds stated board expectations.

(Performance is noticeably better than "meets expectations")

Meets expectations-- meets stated board expectations-satisfactory, sufficient.

(Performance is acceptable)

Needs Improvement -- an area where stated expectations are met infrequently.

(Performance comes close to being acceptable but further development is needed)

Unsatisfactory or inadequate -- an area where stated expectations are not met.

(Performance is clearly below acceptable level-significant improvement is required)

Don't Know (not observed or insufficient knowledge to rate)

Part I, **Progress Towards District Goals and Objectives** and Part II, **Evaluation of Leadership Skills** together provide the data for the formal evaluation document --a narrative outlining progress towards goals (indicators of pupil progress), strengths and areas needing improvement, including suggestions for professional growth as indicated by the majority of the board. ***The next step is the presentation of the draft narrative at the summary conference with the superintendent and, at least, a majority of the full board. (N.J.A.C. 6:3-2.2)***



PART I

PROGRESS TOWARDS DISTRICT GOALS AND OBJECTIVES

Superintendent:

District:

GOAL AREA:					
Objective:					
<i>INDICATORS OF ACHIEVEMENT</i>	Superintendent's Assessment			Board's Assessment	
	Achieved	Partially Achieved	Not Achieved	Agree	Disagree

Board's Comments



Evaluation of Leadership Skills

I. ABILITY TO LEAD	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Earns confidence and respect as the educational leader.					
2. Assumes initiative in identifying opportunities, problems and solutions.					
3. Involves faculty, staff, and students, where appropriate, in decision-making process while maintaining responsibility for final decision.					
4. Exhibits integrity in all dealings.					
5. Communicates effectively.					
6. Exhibits professionalism and sensitivity while dealing with others.					
7. Provides leadership in the implementation of district vision, mission and goals.					
8. Demonstrates creativity in solving educational and technical problems.					
9. Keeps professionally current and informed on research-based educational practices.					
10. Mentors staff and demands high performance					

Evaluation Sources: Superintendent's year-end report on progress toward district goals and objectives; Goal-setting process and progress toward district goals; Monitoring Report; Superintendent's Annual and Monthly Reports; Superintendent's recommendations to the board. Superintendent's oral and written communications. Superintendent's evaluation of staff.

COMMENTS AND EXAMPLES:

Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

II. ABILITY TO MANAGE	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Exhibits skills in planning and organizing.					
2. Maintains control of the school system.					
3. Demonstrates consistency in following through with required action.					
4. Prepares well for meetings and presentations.					
5. Collects adequate and reliable information before making recommendations and decisions.					
6. Makes recommendations and decisions in a timely manner					
7. Maintains a student-centered educational climate.					
8. Uses chain of command.					
9. Delegates authority and responsibility.					

Evaluation Sources: Superintendent's year-end report on progress toward district goals and objectives; Board meetings and minutes; evidence of long-range planning for both educational program and facilities; Superintendent's Monthly and Annual reports; Quality Assurance Annual Report; analysis of the frequency, nature, and resolution of any grievances; observations at various district and community meetings; personnel reports. Board meetings, minutes, Superintendent's Monthly and Annual Reports, as well as back-up materials (appraisal of readability, timeliness, accuracy, thoroughness); meetings on budget and staffing, etc.;

COMMENTS AND EXAMPLES:
Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

III. INSTRUCTIONAL LEADERSHIP	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Ensures that the goals of the school system are reflected in its educational program and operations.					
2. Maintains/improves the quality of educational programs and services for all students.					
3. Recommends and ensures implementation and evaluation of all board-approved curriculum.					
4. Provides for articulation among grades, schools, and constituent districts where appropriate.					
5. Encourages staff to develop and implement programs, services and projects which reflect instructional diversity, alternatives and flexibility.					
6. Ensures the effectiveness of the instructional program by measuring student achievement against state and local standards.					
7. Ensures that a system of appropriate special education and/or related services is in place.					

Evaluation Sources: Annual goal-setting process and evaluation of progress toward district goals; Superintendent’s implementation of district’s curriculum plan. Curriculum presentations to the Board and the public; (Superintendent's Report); Budget process showing evidence of fair and equitable distribution of resources; Quality Annual Assurance Report; Monitoring Report; Implementation of Technology Report

COMMENTS AND EXAMPLES:
Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

IV. PERSONNEL ADMINISTRATION	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Ensures supervision and accountability of all staff.					
2. Ensures quality evaluation for all staff including opportunities for growth.					
3. Uses effective recruitment, mentoring and retention procedures to assure well-qualified staffing of professional and nonprofessional positions.					
4. Advises the board on labor relations issues and administers the collective bargaining agreements.					
5. Provides for staff development that implements district goals, conforms to the Professional Development Plan and addresses the individual staff member's needs.					

Evaluation Sources: Superintendent's Annual Report; personnel reports; evidence of a coordinated program of professional in-service growth for school district staff; meetings on tenure / renewals, etc.; evidence of appropriate delegation and supervision skills; Quality of new staff. Retention of quality staff. Appraisal of Superintendent's efforts and insight in matching staff abilities with district needs

COMMENTS AND EXAMPLES:

Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

V. FINANCIAL MANAGEMENT	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Maintains financial oversight of the school district ensuring fiscal integrity and accountability.					
2. Ensures the budget is carefully planned, maximizing resources.					
3. Ensures that the budget implements the district's goals.					
4. Oversees school facility management to provide safe, efficient and attractive facilities.					
5. Communicates the content, educational basis and monetary impact of the budget.					
6. Seeks out available sources for alternate funding to support programs and projects.					
7. Ensures implementation of board financial policies and district procedures.					

Evaluation Sources: Evidence that budget implements district's goals. Board meetings and Board minutes; Annual Budget (actual budget and the development process); Audit Report, Monitoring Report; appraisal of the long-range facilities maintenance plan; appraisal of Superintendent's ability to maximize the use of available resources, providing valid rationale for budget items; analysis of monthly financial reports, including requests for line item transfers and reasons for same; evidence that the Superintendent has kept the board informed on all financial matters.

COMMENTS AND EXAMPLES:

Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

VI. SCHOOL/ COMMUNITY RELATIONS	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Develops and implements a community relations program.					
2. Builds partnerships with community, business, and government leaders.					
3. Develops strategies to promote parental involvement in their children's education					
4. Maintains contact and good relations with local media					
5. Represents the school system and its interests in community organizations, activities and projects					

Evaluation Sources: Superintendent's Annual and Monthly Reports, as well as other formal and informal written and oral reports to the Board and the community; back-up material presented to the board prior to meetings or in conjunction with major projects; evidence of on-going outreach to various media, examples of public relations materials, promotions, etc.; observations of the Superintendent's communication efforts and skills; evidence of parental involvement; superintendent's community involvement

COMMENTS AND EXAMPLES:

Comments may also highlight distinguished performance in specific areas.



Evaluation of Leadership Skills

VII. BOARD/SUPERINTENDENT RELATIONSHIP	Commendable	Meets Expectations	Needs Improvement	Unsatisfactory	Don't Know
1. Respects the policy-making authority and responsibility of the board					
2. Prepares and submits to the board recommendations relative to all matters requiring board action					
3. Keeps board informed regarding district issues.					
4. Provides for a communication system that feeds critical information to the board for decision-making					
5. Knows and implements board policies.					
6. Recommends drafts of new policies or changes to the board					
7. Supports policy decisions as finalized					
8. Provides advice and counsel to the board on matters before it					

Evaluation Sources: Board meetings and Board minutes; appraisal of policy presentations; the efficacy of district policy manual, as well as evidence of on-going administrative review and evaluation of policy implementation; Monitoring Report; timelines and thoroughness of board packets; superintendent's recommendation to the board; superintendent's reports.

COMMENTS AND EXAMPLES:

Comments may also highlight distinguished performance in specific areas.