

**PENNSBURY SCHOOL DISTRICT
SUPERINTENDENT EVALUATION TOOL
2017-2018**

Draft as of October 5, 2017

School Directors: 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; Professionalism and Annual Goals.

Distinguished

- 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

- 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

- 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

- 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 and annual goals*. The evaluation process will be conducted in accordance with the Pennsylvania School Code.

Superintendent's Name

Evaluator's Name

School Year

School Directors: Using the ratings described above, place an "X in the appropriate box indicating your assessment of the Superintendent's performance in each area.

<p><u>Performance Standard</u></p> <p>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. District performance objectives are articulated and clearly achieved under the direction of the Superintendent relative to PSSA, PVAAS and other locally determined measures.</i></p>
<p>Example Criteria The Superintendent:</p> <ul style="list-style-type: none">· Demonstrates understanding and appropriate use of performance measures established within the District in support of specific goals and initiatives· Appropriately monitors student achievement using multiple measures· Developed successful strategies for student and school-wide improvement· Monitors, oversees and encourages use of data among administrative and professional staff with regard to making curricular, staffing and strategic planning decisions within the District· Identifies areas of need for change in programs, curricula and instructional practices <p>Example Evidence LinkIt! Reports, meeting notes, analysis of data (PSSA, PVAAS, MAP, AP Exams, Keystone Exams, SPPs), communications regarding recommendations, etc.</p>

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

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Performance Standard

Organizational Leadership

Superintendent has worked to develop a safe and secure environment for the District; displays an ability to identify and rectify problems affecting the District; works collaboratively with the District administration to ensure best practices for instruction, supervision, curriculum development and management are being utilized; and works to influence the positive climate and culture of the District.

Example Criteria

The Superintendent:

- Complies with state and federal mandates and local board policies
- Has system in place to recruit, select, induct and retain staff to support quality instruction
- Addresses current and potential issues in a timely manner
- Manages fiscal and physical resources responsibly, efficiently and effectively
- Maximizes instructional time by effectively designing and managing operational procedures
- Communicates effectively with both internal and external audiences about the operation of the school/system
- Has systems in place to monitor budget
- Appropriately addresses school safety and security

Example Evidence

Meeting notes, Agendas, communications regarding conflict resolution, management of resources (allocation and realignment), contract management, grievance management, supervision of administrators, feedback and evaluations, etc.

How would you classify the Superintendent's overall performance in the area of Organizational Leadership?

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Performance Standard

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.

Example Criteria

The Superintendent:

- Effectively works with the Board to develop and monitor District policy and administrative regulations related to District Operations and Financial Management
- Regularly assesses and responds to District facilities and equipment needs and ensures prioritization of safety.
- Demonstrates knowledge appropriate to the role of the Superintendent regarding all financial and budgeting issues
- Works with the Board and District Business Administrator to accomplish financial and budgetary priorities including meeting all timelines associated with the annual budget
- Develops contingency plans designed to address budgetary necessities
- Provides appropriate financial and budgetary reports to the Board
- Ensures end-of-year results are consistent with budgetary planning expectations

Example Evidence

Budget presentation to the Board and the public, Administrative budget meeting scheduling and work products, Board Finance Committee agendas and work products, Audit results, meeting notes, allocation of resources to initiatives, management of expenditures, etc.

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

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Performance Standard

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.

Example Criteria

The Superintendent:

- 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 benefits students and staff
- Communicates effectively with the Board and coordinates the flow of information between administrators and Board committees in a manner consistent with expectations

Example Evidence

Public presentations, PAC agendas and meeting notes, Pennsbury Partners artifacts, Interviews, speeches, press releases, publications of the Superintendent's Office to the District (e.g.: Annual Report, Superintendent's Monthly Report and weekly reports), etc.

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

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Performance Standard

Human Resource Management

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

Example Criteria

The Superintendent:

- 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 and District 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

Example Evidence

Supervision documentation, Interview schedules and procedures, Goals development and alignment documents, grievance management, attendance procedures and management, letters, emails, contract management, etc.

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

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Performance Standard

Professionalism

Superintendent models ethical standards and professional processes consistent with the values of Pennsylvania's public education system as well as that of the local community. Superintendent works to individually reflect upon her/his effectiveness within the role and works to improve effectiveness through the use of professional development literature, collegial interactions and related activities.

Example Criteria

The Superintendent:

- Demonstrates recognition and understanding of 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

Example Evidence

Public demeanor through observations, written and oral communications, notes, reports, presentations and, calendar of public events that advocate for District Goals and Initiatives

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

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:

Formative Assessment

School Directors:

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

What do you believe to be the Superintendent's major strengths?

1. _____

2. _____

3. _____

What do you believe to be the Superintendent's areas that are in need of 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 the areas identified for his improvement?

1. _____

2. _____

3. _____

Selected Annual Goals

This form provides the Superintendent with an opportunity to update the Board on the status of selected annual District or Administrative Goals. These selected goals should be mutually determined at the beginning of the evaluation cycle by the Board/Superintendent team. These 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 Selected Annual Goals for School Year 2017-18

<u>Goal</u>	<u>Example/Evidence</u>	<u>Status/Results</u>
Initiate 1:1 Chromebook Implementation at the Secondary Level	<ul style="list-style-type: none">● Dissemination plan● Professional learning opportunities● Student & Staff products	
Develop Cultural Proficiencies of Central and Building Level Leaders	<ul style="list-style-type: none">● Schedule sessions with Mrs. Lawful-Sanders with Admin, secretaries and management assistants● Develop building-level plans for infusing cultural proficiency in 2018-19 in respective schools● Enhance hiring practices through an equity lens	
Launch Addiction and Mental Health Task Force	<ul style="list-style-type: none">● Develop goals of group● Support work of multiple sub-committees● Host Community Forum● Expand Second Steps curriculum● Secure additional Counseling/ Therapists for schools	
Develop a Facilities Utilization Plan	<ul style="list-style-type: none">● Advertise an RFP with architectural firms● Secure an architect to support planning process● Develop a timeline for creation of educational specifications for the high school● Host Community Forums	

CHECK ONE BOX

Distinguished	Proficient	Needs Improvement	Failing
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School Directors' Comments:
