

3/14/11
Board Meeting

Evaluation

DEVELOPMENT AND APPROVAL

The Board and Superintendent shall develop procedures and forms for the evaluation of the Superintendent in compliance with applicable statutes and regulations. This policy and related procedures must be approved by the Kentucky Department of Education.

FREQUENCY OF EVALUATION

The Superintendent shall be evaluated annually, and the summative evaluation shall be made available to the public on request.

PROCESS

Any preliminary discussions relating to the evaluation of the Superintendent by the Board or between the Board and the Superintendent prior to the summative evaluation shall be conducted in closed session.

The summative evaluation of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the minutes.

REFERENCES:

- KRS 156.557
- 704 KAR 003:345

RELATED POLICY:

03.18

Adopted/Amended: 08/09/2010
Order #: 7

Evaluation of the Superintendent**PERFORMANCE STANDARDS*****Instructions***

1. Attached are the forms to be completed by each Board member rating each of the performance standards. A separate page is provided for each performance standard. Each Board member should rate all of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the Board discussion for preparation of the summative evaluation form.
4. Each Board member's forms should be returned to the Board Chair or designated Board member for compilation.

In implementing the evaluation process, all discussions and action during a Board meeting regarding evaluation of the Superintendent shall be conducted in open or closed session in keeping with Policy 02.14 and applicable legal requirements.

Evaluation of the Superintendent

STANDARD 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the Superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools.
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 1.4 Models learning for staff and students.
- 1.5 Promotes understanding and celebrating school/community cultures.
- 1.6 Promotes and expects a school based climate of tolerance, acceptance and civility.
- 1.7 Develops, implements, promotes and monitors continuous improvement processes.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

COMMENTS:

Evaluation of the Superintendent**STANDARD 2: POLICY AND GOVERNANCE**

Working with the Board to formulate internal and external District policy, defining mutual expectations of performance with the Board and demonstrating good school governance to staff, students and the community at large.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles.
- 2.2 Establishes procedures for Superintendent/Board interpersonal and working relationships.
- 2.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local Districts and schools.
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

The Superintendent's performance for this standard:

- | | |
|----------|--------------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Good |
| 3 | Excellent |
| 4 | Outstanding |

COMMENTS:

Evaluation of the Superintendent**STANDARD 3: COMMUNICATIONS AND COMMUNITY RELATIONS**

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the District.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain external perceptions of District.
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments).
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling.
- 3.4 Establishes effective school/community relations, school/business partnerships and public service.
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

The Superintendent's performance for this standard:

- | | |
|---|-------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Good |
| 3 | Excellent |
| 4 | Outstanding |

COMMENTS:

Evaluation of the Superintendent**STANDARD 4: ORGANIZATIONAL MANAGEMENT**

This standard requires the Superintendent to gather and analyze data for decision making and for making recommendations to the Board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring.
- 4.2 Develops and monitors long-range plans for school and District technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs.
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues.
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.
- 4.5 Implements appropriate safety and security practices in schools
- *4.6 Meets reporting deadlines as required by statute, regulatory agency, local policy or Board action.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- ④ Outstanding

COMMENTS:

**Recommended by Educational support groups.*

Evaluation of the Superintendent**STANDARD 5: CURRICULUM PLANNING DEVELOPMENT**

This standard addresses the Superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the Superintendent to make sound recommendations for learning technologies.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery system based on content and assessment standards and best practices.
- 5.2 Establishes curriculum planning to anticipate occupational trends and school-to-career needs.
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction.
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming.
- 5.5 Assesses student progress using a variety of appropriate techniques.
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding**

COMMENTS:

Evaluation of the Superintendent

STANDARD 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning.
- 6.2 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners.
- 6.3 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes.
- 6.4 Establishes instructional strategies that include cultural diversity and differences in learning styles.
- 6.5 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process.
- 6.6 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

COMMENTS:

Evaluation of the Superintendent**STANDARD 7: HUMAN RESOURCES MANAGEMENT**

This performance standard requires skills in developing and implementing a staff performance-evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.
- 7.2 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.
- *7.3 Mentors and coaches administrators throughout the District.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- ④ Outstanding

COMMENTS:

**Recommended by Educational support groups.*

Evaluation of the Superintendent**STANDARD 8: VALUES AND ETHICS OF LEADERSHIP**

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires Superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

PERFORMANCE INDICATORS:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- *8.1 Models and demonstrates multicultural and ethnic practices and is responsive to needs of diverse populations.
- 8.2 Describes role of schooling in a democratic society.
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity.
- 8.4 Models accepted moral and ethical standards in all interactions.
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues.
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the District.

The Superintendent's performance for this standard:

- 0 Unacceptable
- 1 Needs Improvement
- 2 Good
- 3 Excellent
- 4 Outstanding

COMMENTS:

**Recommended by Educational support groups.*

Evaluation of the Superintendent**STANDARD 9 – STUDENT ACHIEVEMENT & LEARNING***

This standard recognizes that improving student achievement is a critical component of the Superintendent position. It requires that the Superintendent take responsibility for District oversight of student learning.

PERFORMANCE INDICATORS:

- 9.1 Facilitates the development, articulation, implementation, and stewardship of learning.
- 9.2 Advocates, nurtures and sustains school culture and instructional programming conducive to student learning.
- 9.3 Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 9.4 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 9.5 Understands data analysis, how it applies to school and District student achievement goals and demonstrates how to use this data to prioritize decisions and drive change that will improve student learning.
- 9.6 Understands and demonstrates how to use assessment data to determine and address curricular gaps.
- 9.7 Demonstrates the need to identify and remove barriers to student learning.
- 9.8 Secures and utilizes a variety of appropriate school and community resources to support learning.
- 9.9 Understands and demonstrates that school improvement goals are connected to student learning goals.
- 9.10 Understands and demonstrates that professional development needs to be aligned to the analysis of test data.
- 9.11 Communicates student achievement expectations to staff and stakeholders.
- 9.12 Assesses and analyzes the effectiveness of instruction and makes appropriate changes or recommendations to instruction based upon feedback, reflection, and assessment results.
- 9.13 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

The Superintendent's performance for this standard:

- | | |
|---|-------------------|
| 0 | Unacceptable |
| 1 | Needs Improvement |
| 2 | Good |
| 3 | Excellent |
| 4 | Outstanding |

COMMENTS:

*Recommended by Educational support groups.

Review/Revised:9/13/10