

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.

ANNUAL

The Board shall annually evaluate the Superintendent in writing, and the summative evaluation shall be made available to the public on request. The evaluation criteria and evaluation process to be used shall be explained to and discussed with the Superintendent no later than the end of the first month of reporting for employment for each fiscal year.

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: 08/23/2010

Order #: 19

Evaluation of the Superintendent

PROCESS

The Board and Superintendent may conduct a formative (mid-year) evaluation to be used in planning a program of professional development to address areas in need of improvement and/or to assess the current status of performance goals.

Annually at a date, time and place determined by the Board and the Superintendent, the Board members shall conduct a summative (final) evaluation of the Superintendent. All Board members and the Superintendent shall be present at this meeting, and each Board member shall have completed the evaluation forms and forwarded to the Board Chair/Vice-Chair for compilation prior to the meeting.

In closed session the Board may compile information and conduct preliminary discussions regarding the summative evaluation. The summary of the Superintendent's rating in each of the ten (10) performance areas shall be recorded in Board minutes. The Board and the Superintendent will have the opportunity to attach written statements to the evaluation form prior to adoption of the summative evaluation.

The final summative evaluation shall be discussed and adopted in open session.

INSTRUCTIONS

1. Based on the evidence from observation, discussion, and data provided, the members of the Board shall rate the basic elements of the Superintendent's performance according to the evaluation document.
2. For purposes of compiling data from all members of the board to reach a summative evaluation of the ten (10) performance standards, a point value is to be assigned to each category. 1 point assigned for 'does not meet,' 2 points assigned to 'meets expectations,' and 3 points assigned to 'exceeds expectations.' The overall cumulative point total for each of the ten (10) performance standards shall then be divided by the number of BOE members participating in the evaluation process. For numbers which equate to anything other than whole numbers, decimals shall be rounded up or down to the nearest whole number for recording the holistic category on each performance standard of the summative evaluation. Example: 2.5 will round up to 3; 2.2 will round down to 2.
3. For purposes of goal setting and the consideration of use in summative findings, goals and objectives shall be measurable, attainable, and clearly understood by all parties involved during the evaluation process.
4. The Superintendent shall be provided an opportunity to react to the ratings and comments prior to finalization of the summative evaluation.
5. The Board and the Superintendent shall discuss the results of the appraisal and any recommended action, as well as establish performance goals for the following year prior to completing the evaluation cycle. Preliminary discussions shall take place in closed session, however, any discussions involving contract modifications based on performance and findings during the process shall take place in open session.
6. The Superintendent and the Board Chairperson/Vice-Chair shall sign and date the evaluation document.
7. The document shall be filed in the Superintendent's personnel folder located in the Central Office.

Standard 1: *Instructional Leadership*

Standard 1 Indicators and Descriptors

- 1.1 Collaboratively develop and implement a shared vision and mission
- 1.2 Create and implement plans to achieve objectives
- 1.3 Considers factors affecting student achievement and serves as an agent of change for needed improvements
- 1.4 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- 1.5 Effectively monitors academic systems and academic performance at the school level
- 1.6 Keeps abreast of both state and national trends as it relates to academic initiatives and student performance
- 1.7 Aligns available and cost-effective instructional resources and assigns them when appropriate to enhance student outcomes
- 1.8 Collaboratively develops, implements, and monitors change process to improve student and adult learning
- 1.9 Routinely involved in assessing appropriate teaching methods and strategies for all learners
- 1.10 Meaningful effort is made to recognize and celebrate student achievement
- 1.11 Encourages various staffing patterns, student grouping, class scheduling, and organizational structures to support desired outcomes
- 1.12 Keeps the Board of Education regularly informed of both school and district-wide student achievement trends
- 1.13 Participates with staff, Board, and community in continuously studying and developing the District's educational program
- 1.14 Ensures the organization of a planned program of curriculum evaluation and alignment with state and national educational standards
- 1.15 Articulates and promotes the highest professional standards of educational staff while encouraging a system of academic accountability
- 1.16 Makes difficult decisions in order to enhance the educational opportunities for all students
- 1.17 Fosters a culture of high expectations for self, student, and staff performance

Standard 2: *Climate and Culture*

Standard 2 Indicators and Descriptors

- 2.1 Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties
- 2.2 Promotes safe and effective learning environments throughout district schools
- 2.3 Encourages good staff morale and loyalty to the organization
- 2.4 Inspires staff and students alike to reach their maximum potential
- 2.5 Promotes understanding and celebrating school/community cultures
- 2.6 Encourages and expects a school-based climate of tolerance, acceptance, and civility
- 2.7 Nurtures and sustains a culture of collaboration, trust, and high expectations
- 2.8 Promotes and protects the welfare and safety of students and staff
- 2.9 Protects staff and students from outside influences in order to remove barriers to the educational process
- 2.10 Develops standards for conducting school and district business with regards to relationships in order to promote Spencer County Schools
- 2.11 Manages an aesthetically pleasing learning environment through facility improvements and building cleanliness.

Standard 3: *Business and Finance*

Standard 3 Indicators and Descriptors

- 3.1 Understands school finance and establishes sound fiscal procedures
- 3.2 Optimizes grant procurement for the District to enhance educational opportunities
- 3.3 Oversees procedures to ensure effective and timely compliance with all legal obligations, reporting requirements, and policies
- 3.4 Evaluates financial needs of the District and makes recommendations to the Board to ensure adequate funding sources
- 3.5 Implements, monitors, and evaluates District programs to ensure efficient use of resources
- 3.6 Facilitates the annual creation of a District budget that supports the vision and mission of the District
- 3.7 Establishes procedures to allocate District resources equitably and consistently prioritizing student achievement
- 3.8 Maximizes District resources by utilizing special revenue funds when and where appropriate
- 3.9 Keeps informed on needs of the educational program – plant, facilities, equipment, and supplies
- 3.10 Supervises District operations, insisting on competent and efficient performance
- 3.11 Is proactive and assertive in attempts to secure additional resources at the local, state, and national levels

Standard 4: *Student Achievement and Learning*

Standard 4 Indicators and Descriptors

- 4.1 Acknowledges student performance and achievement as the highest priority within the District
- 4.2 Promotes assessment and accountability systems to monitor student progress
- 4.3 Develops assessment and accountability systems to monitor staff effectiveness
- 4.4 Monitors and evaluates the impact of the instructional program
- 4.5 Utilizes data as justification for promoting academic initiatives (data-driven decision-making)
- 4.6 Collaboratively discusses and plans strategies with various stakeholder groups to enhance student performance
- 4.7 Develops and promotes systems that indirectly influence academic achievement (drop-out prevention, attendance, transitions, etc.)
- 4.8 Keeps abreast of the latest trends and strategies as it relates to student achievement and academic performance
- 4.9 Promotes the effective use of technology to enhance student instruction through alternate learning strategies
- 4.10 Promotes dialogue of student achievement and proficiency within faculty, SBDM, and Board meetings
- 4.11 Demonstrates the need to identify and remove barriers to student learning
- 4.12 Advocates, nurtures, and sustains school culture and instructional programming conducive to student learning

Standard 5: *Communication and Community Relations*

Standard 5 Indicators and Descriptors

- 5.1 Actively participates in community life and affairs
- 5.2 Solicits feedback and gives attention to problems and opinions of all stakeholder groups and individuals
- 5.3 Anticipates potentially controversial situations and takes action to minimize problems
- 5.4 Works with governmental entities and community organizations to meet the needs of students and the community in a coordinated way
- 5.5 Promotes effective communication and interpersonal relations within the District
- 5.6 Builds and sustains positive relationships with families and caregivers
- 5.7 Creates an atmosphere of trust and mutual respect with staff, community, and Board
- 5.8 Establishes effective school/community relations, school/business partnerships, and public service opportunities

- 5.9 Ambassador for the district by establishing friendly and cooperative relationships with news media and additional stakeholder groups
- 5.10 Promotes parent involvement to fully participate in the educational process
- 5.11 Attends and contributes both time and resources to various school and community functions
- 5.12 Readily accessible to answer questions and/or concerns as it relates to issues involving the schools and/or District
- 5.13 Gains respect and support of the community as it relates to school and/or District operation
- 5.14 Directs a program of internal and external communication designed to improve staff/community understanding of District proceedings
- 5.15 Understands and is sensitive to the dynamics, traditions, and routines of a diverse community
- 5.16 Achieves status as a community leader in public education

Standard 6: *Organizational Management*

Standard 6 Indicators and Descriptors

- 6.1 Uses legal counsel when necessary in governance and procedures to avoid civil and criminal liabilities
- 6.2 Oversees the administration of the District's day-to-day operations
- 6.3 Develops, implements, promotes, and monitors continuous improvement processes through strategic planning
- 6.4 Ensures staff and organizational time is focused to support quality instruction and student learning
- 6.5 Develops ownership of job responsibilities by communicating goals and expectations within the planning process
- 6.6 Aligns District programs in a manner that support both District and school goals and expectations
- 6.7 Ensures organizational systems are regularly monitored and modified as needed
- 6.8 Organizes the Central Office and monitors administrative organizations in a manner consistent with District priorities for effectiveness
- 6.9 Demonstrates sound management practices
- 6.10 Assumes ultimate responsibility for both school and District affairs
- 6.11 Establishes partnerships with businesses, community, legislators, and higher education to strengthen programs and support District goals
- 6.12 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs
- 6.13 Establishes procedures for dealing with immediate emergencies such as weather, violence, threats, transportation, etc.
- 6.14 Monitors and recommends modifications to policies and procedures governing the district when necessary

Standard 7: *Staff and Personnel Relations*

Standard 7 Indicators and Descriptors

- 7.1 Provides for job descriptions and staff evaluations that support the vision and mission of the District
- 7.2 Provides staff development for all personnel categories consistent with individual growth, program results, and instructional needs
- 7.3 Solicits feedback and considers the advice and opinion of staff when applicable and where appropriate prior to making decisions
- 7.4 Builds and sustains positive relationships with staff; recognizes and publicizes achievements
- 7.5 Effectively communicates school and district goals and objectives to various groups of employees
- 7.6 Encourages participation of appropriate staff members and groups in planning, procedure development, and district initiatives
- 7.7 Takes an active role in development of personnel salary schedules and recommends compensation within budgetary limits
- 7.8 Mentors and coaches administrative personnel throughout the District
- 7.9 Active in recruitment, selection, induction, and separation of personnel with attention to issues of equity and diversity
- 7.10 Demonstrates use of a comprehensive system of staff evaluation to indicate individual deficiencies and promote professional growth
- 7.11 Takes an active role in monitoring classroom instruction and providing feedback to enhance instructional delivery
- 7.12 Highly visible in all schools and readily accessible to address staff and answer questions
- 7.13 Delegates authority to staff appropriate to the position each holds while maintaining responsibility

Standard 8: *Board Relations*

Standard 8 Indicators and Descriptors

- 8.1 The Superintendent works with the Board to develop and implement policies that define organizational expectations
- 8.2 Keeps the Board informed of significant issues as they arise using various means of communication
- 8.3 Provides recommendations and appropriate supporting materials regarding District business to the Board for decision-making
- 8.4 Provides leadership for the Board in defining Superintendent and Board roles, mutual expectations, and District procedures

- 8.5 Prepares Board agenda by procedure, consults with Board Chair, and is consistently prepared for meetings
- 8.6 Interprets and supports Board policy and decisions to staff and community
- 8.7 Includes the Board in both school and district-level activities and communication efforts
- 8.8 Responds in a timely and complete manner to Board requests for information
- 8.9 Follows direction by the Board as reflected in the minutes
- 8.10 Promotes student achievement and academic excellence as ultimate priorities for Board consideration
- 8.11 Has an efficient and professional working relationship with the Board

Standard 9: *Curriculum Planning, Development, and Assessment*

Standard 9 Indicators and Descriptors

- 9.1 Develops assessment and accountability systems to monitor student progress
- 9.2 Effectively utilizes assessment and student performance data to plan instructional initiatives
- 9.3 Active in developing core curriculum design and delivery system based on content/assessment standards and best practice
- 9.4 Is fluent in instructional design and assessment to meet the demands of NCLB and Senate Bill 1
- 9.5 Monitors and evaluates the impact of the instructional program
- 9.6 Plans and distributes resources targeting specific academic deficiencies
- 9.7 Establishes curriculum planning by anticipating occupational trends to promote college and career readiness
- 9.8 The Superintendent organizes the collaborative development and implementation of a comprehensive plan based on data analysis
- 9.9 Coordinates dialogue and planning efforts around instruction and assessment with various school, community and district groups
- 9.10 Considers the impact on instruction and achievement with regards to scheduling and decision-making
- 9.11 Understands and demonstrates how to use assessment data to determine and address curricular gaps

Standard 10:

Personal Qualities and Professional Ethics

Standard 10 Indicators and Descriptors

- 10.1 The Superintendent is passionate about public education and his/her work
- 10.2 Manifests a professional code of ethics and demonstrates personal integrity
- 10.3 Models accepted moral and ethical standards in all interactions
- 10.4 Devotes time and energy effectively in performance of job responsibilities
- 10.5 Maintains poise and emotional stability in all professional circumstances
- 10.6 Promotes the establishment of moral and ethical practices in every classroom, every school, and throughout the District
- 10.7 Maintains professional development by reading, professional committees, conference attendance, and colleague interaction
- 10.8 Explores and develops ways to find common ground in dealing with difficult and/or divisive situations
- 10.9 Is suitably attired and well groomed; dresses in a professional manner
- 10.10 Demonstrates the ability to work well with individuals and groups
- 10.11 Demonstrates public speaking ability expressing ideas in a logical and forthright manner
- 10.12 Effective communication skills as it relates to writing and speaking clearly and concisely
- 10.13 Defends principle and conviction in the face of pressure and partisan influence
- 10.14 Demonstrates characteristics of a role-model for students, staff, and the community
- 10.15 Maintains good attendance and punctuality

Superintendent Evaluation – Performance Goals/Objectives

(To be prepared as a result of the summative evaluation and be utilized as preliminary data)

Performance Goal #1, aligned with Performance Standard #_____

Improvements needed as evidenced by:

Achievement or progress of the goal attained?

Performance Goal #2, aligned with Performance Standard #_____

Improvements needed as evidenced by:

Achievement or progress of the goal attained?

Performance Goal #3, aligned with Performance Standard #_____

Improvements needed as evidenced by:

Achievement or progress of the goal attained?

Summative Evaluation Superintendent of Spencer County Schools

STANDARDS OF PERFORMANCE	PERFORMANCE LEVEL		
	Does Not Meet	Meets Expectations	Exceeds Expectations
Standard 1: Instructional Leadership			
Standard 2: Climate and Culture			
Standard 3: Business and Finance			
Standard 4: Student Achievement and Learning			
Standard 5: Communication and Community Relations			
Standard 6: Organizational Management			
Standard 7: Staff and Personnel Relations			
Standard 8: Board Relations			
Standard 9: Curriculum Planning, Development, and Assessment			
Standard 10: Personal Qualities and Professional Ethics			

Comments:

Board of Education Chair

Date

Superintendent

Date