

Ed Oyler
2018-2019

Final Evaluation of the Superintendent (Summative)

Performance Levels: The following designations will be used to indicate the progress of a Superintendent toward the seven standards and district goals. The Board will get more effective evaluation data through thoughtful discussions in determining a descriptive performance rating, but using and averaging numbers is an option.

(4) Exemplary: Exceeds the standard

(3) Accomplished: Meets the standard

(2) Developing: Making progress toward meeting the standard

(1) Improvement Required: Progress toward meeting the standard/goal is unacceptable; area required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

Note: Comments are recommended to support performance levels for each standard and district goal and necessary when performance is determined to be Improvement Required.

Standard 1: Strategic Leadership 3 - Accomplished

The Superintendent leads the development and implementation of district vision, mission and goals while creating conditions to ensure that every student graduates high school with the knowledge and skills necessary to be successful in the 21st century.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 2: Instructional Leadership 3 - Accomplished

The Superintendent supports and builds a system to effectively use district resources and research-based best practices for curriculum, instruction and assessment in reducing achievement gaps and continuously improving teaching, learning, and student achievement.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 3: Cultural Leadership 3 - Accomplished

The Superintendent understands the history, tradition and multicultural differences of the district. S/he empowers all stakeholders to help shape district culture and climate as they support efforts to improve teaching and learning for all.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 4: Human Resource Leadership 3 - Accomplished - meets the standard

The Superintendent leads the district in developing professional learning communities among a highly effective and diverse staff. S/he assists in planning professional development opportunities for all staff and develops and implements an effective staff performance evaluation system. If applicable, the Superintendent provides technical advice to the Board to administer and negotiate labor contracts.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 5: Managerial Leadership 4 - Exemplary - exceeds the standard

The Superintendent uses data analysis in budgeting, staffing and problem solving to make recommendations to the Board so they can effectively and efficiently allocate resources and establish support systems for all district stakeholders.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 6: Collaborative Leadership 4 - exemplary

The Superintendent maintains a positive relationship with Board members as they work together to establish community support for the district's goals through effective two-way communications with students, staff, parents, business representatives, government leaders, community members and the media.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

Standard 7: Influential Leadership 3 - Accomplished

The Superintendent uses her/his position in the district and community to work with local, state and federal officials to influence policies affecting the political, social, economic, legal, cultural and ethical governance of public education.

Rating: ☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required
Evidence:

Comments to support the Superintendent's performance for this standard:

DISTRICT GOALS

Standard I: Strategic Leadership

The Superintendent will:

Model and instruct administration to create transparent communication to ensure all stakeholders are provided with opportunities to monitor district and individual school progress.

Work in partnership with the Board of Education to prioritize expenditures and maintain sound financial resources.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

Standard II: Instructional Leadership

The Superintendent will:

Work with all stakeholders to develop, plan and implement a Science Technology Engineering and Mathematics (STEM) program, providing resources, support for students to engage in hands on learning and develop in-demand knowledge and skills to meet the needs of the 21st century workforce.

Monitor student progress with the use of benchmark testing; analyzing results to provide assessment reports and information to maximize students instructional, career, and college opportunities, with a focus on ACT readiness.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

DISTRICT GOALS

Standard III: Cultural Leadership

4 - exemplary - exceeds the standard

The Superintendent will:

Provide communication between the superintendent and board members that is timely, consistent, and focused on the needs and expectations of the school district and individual schools. Build a culture of transparency and collaborative leadership to lead the district.

Establish a framework for leadership by focusing on results, relationships and processes. Communicate clear expectations for administration and teachers, working with all stakeholders to collectively develop a definition of success and build relationships so that the improvement effort can be sustained over time.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

Standard IV: Human Resource Leadership

3 - Accomplished - meets the standard

The Superintendent will:

Improve the district's overall climate and culture by ensuring that all leadership prioritizes faculty and staff support, leadership utilizes monitoring instruments, and leadership makes necessary changes to increase retention.

Establish a mentorship program for new teachers to assist them with identifying student strengths and learning needs, planning instruction that addresses those needs, developing formative and summative assessment of student learning, analyzing and reflecting on student performance data to improve the impact of instruction on student learning. Working and collaborating with colleagues, teachers will be provided with support and resources to be successful, increase teacher retention, improve student learning and the school environment.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

DISTRICT GOALS

Standard V: Managerial Leadership

The Superintendent will:

4 - exemplary - exceeds the standard

Communicate expectations for all employees. Communications will be disseminated in a variety of formats to ensure it is received, and issues, problems and/or concerns are addressed in a timely manner.

Use website, local media outlets, email and social media to create, maintain, protect and positively promote the Todd County School District.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

Standard VI: Collaborative Leadership

The Superintendent will:

3 - Accomplished - meets the standard

Establish a climate of community support by increasing communication, attending community events, and ensuring concerns are addressed in a timely manner.

Work to develop partnerships to effectively utilize the Todd County Career Path Institute (TCCPI). Using data, processes and tools, Todd County School District will work to build common frameworks that link and align with workforce development efforts.

☐ (4) Exemplary ☐ (3) Accomplished ☐ (2) Developing ☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:

DISTRICT GOALS

Standard VII: Influential Leadership

3 - Accomplished - meets the standard

The Superintendent will:

Ensure policies and procedures are followed by building capacity within administrative personnel to include expectations, accountability, authentic evaluations.

Monitor legislative changes, KDE guidance, seek legal consultation with board attorney, and guide board decisions concerning effects on district.

☐ (4) Exemplary

☐ (3) Accomplished

☐ (2) Developing

☐ (1) Improvement Required

Comments to support the Superintendent's performance for these goals:



Board Chairperson

Date: 07.08.19



Superintendent

Date: 7/8/2019

Standard 1:

- Leadership up the chain of command. Structure, expectation and leadership down the chain of command appear to be a strength, but without surveys, are we encouraging leadership up the chain?
- Work sessions are informative with all documentation necessary for board members to make informed decisions
- Great job engaging all stake holders for the district, big turnaround from prior admin.
- He leads by example to show all stakeholders how to reach high levels of performance
- Setting the Standard for open and clear communication. Results oriented. Actions to move improvement.

Goals-

- Transparency and communication have been very good. Vision for TCCPI has been slow to develop.
- Great job engaging all stakeholders for the district this year. A big turn around from prior administration. The district disseminates information to parents effectively which eliminates parents feeling lost/unaware of what's going on.
- Very Transparent in all areas. Does not hide anything. Takes responsibility for his actions.
- Open Communication. All major financials discussed openly

Standard 2:

- TCCPI is still developing. I feel we, as a district have been very slow to respond to the desire of our community in regard to the utilization of our TCCPI building. We can do better at addressing school to career needs
- Working towards STEM in schools; Novelis is a great partnership for the students of Todd County.
- Mr. Oyler has gone above and beyond to work with Novelis and Todd County.
- He uses current information from assessments to guide stakeholders in closing gap. Supplies whatever is needed to help close gaps. Many systems in place. Testing results need to continually improve to achieve goals. Need continued improvement at NT and TCMS specifically.

Goals-

- I don't feel there has been ongoing support for students in TCCPI as there could be. I do believe this is developing and hopefully results will show that in the upcoming school year.

- STEM programs have begun, a grant was obtained also. Mr. Oyler has worked hand in hand with Todd County and Novelis to ensure our students will be career ready if they choose that path instead of college.
- Working toward getting STEM in all schools. Still a work in progress but moving forward
- Many reasons but STEM development timeline is close/behind but plan is moving. Testing identified areas of problems. 3 of 4 schools presented solid plans. 1 weak plan

Standard 3:

- The overall culture seems better and improving
- Communicates with the public weekly. Stays on top of the communication and cuts down curiosity of the parents and community.
- Everyone within the district feels more appreciated and heard by central office. Morale is up!
- He understands our school culture and is not bias against any group
- Culture continues to improve through open communication. High integrity represented by Edwin Oyler

Goals-

- Culture of transparency and collaborative leadership is evident. I also feel clear expectations have been set.
- District Morale is up this year. From what I am hearing form teachers, staff and community stakeholders, everyone feels their voice is being heard and staff feel valued and appreciated by Mr. Oyler.
- Seems to be getting the correct people into the right positions to help improve our district
- Culture has changed considerably and on track to continue. Need entire team focused on results but change takes time

Standard 4:

- How many teachers quit and why? Are we analyzing retention (not including those fired/retired)?
- Implemented new teacher academy; certified evaluation system
- Better teacher retention
- Understands what professional development is needed and strives to give stakeholders relevant continuing education opportunities
- Many actions to support new staff and evaluation of all staff. New Teacher Academy.

Goals-

- Have we studied our retention rates? I have heard good things about mentorship program we have for new teachers
- Better teacher retention this year among the teachers we want to keep!
- Seems to be starting to retain administrators and staff. Right people in right positions.
- Continue to focus on growing new teachers with plans in place. Continue to improve retention by finding ways to incentivize long term

Standard 5:

- Responsible with district funds
- Parents and other stakeholders kept better informed through facebook, newspapers and all call system=less complaints
- Balances the budget and strives to use monies to help all students
- Data drives most decisions. Principals provided plans for testing improvement although North Todd plan was incomplete at time of presentation. I believe direction was given, but not strongly followed. Financials are well developed and presented. Maintenance issues identified this year and corrected.

Goals-

- I feel expectations have been communicated well
- Parents and stakeholders kept informed through social media and all calls this year. There were numerous positive news stories about our school district this year. Much less school bashing by unhappy parents on social media
- Very good at keeping good news in the media. Keeps public informed with what is going on within the district
- Overall communication is good. Personally, I'm unsure how expectations are communicated down to all levels. How are superintendent goals driven down and translated to janitors and maintenance for example. Clear unbiased communication is very good.

Standard 6:

- Effective two-way communication is lacking
- Communication with the board is excellent

- As a BOE member, I feel very informed and aware of district goals and progress towards those goals. Open book to the board. Very transparent will try very hard to answer any question any board member has.
- Individual Communication on all fronts. Group communication through social media. Servant leadership

Goals-

- I feel that we have been too slow to act regarding the TCCPI. Novelis, HCC and our local fiscal court have all been pro active in developing partnerships while we have been more reactive.
- As a BOE member, I feel very informed and aware of district goals and happenings. I see firsthand the progress our district makes toward these goals. Mr. Oyler worked with Novelis and community partners to 'redo' TCCPI into a needed and functional school for students and adults.
- TCCPI is still a work in progress but is moving in the correct direction
- Edwin Oyler is always there always communicating unbiasedly. Meets and works Diligently on the re-conservation of the TCCPI.

Standard 7:

- Follows policies that are in place by the district. Would like to see more communication on how the retirement changes would impact staff.
- Mr. Oyler works effectively with the BOE.
- Works very well with others in the community. Open book in this area as well. Has a good give and take attitude with other community leaders.
- Focus has been local. As TC becomes high performing, I'm sure we will look to state and federal policies for direction

Goals-

- Mr. Oyler has worked effectively with the BOE and sought guidance from others when more information was required.
- Makes sure everything is always above board. Finds the answers if not known.
- More structure and organization with monitoring overall performance. Close to Kentucky changes to following educational policies at state level. Clear communication to board