

Administration

Evaluation of the Superintendent

The goals of the annual evaluation of the Superintendent of Schools shall be to:

- Promote professional excellence and improve the skills of the chief school administrator.
- Improve the quality of the education received by the pupils served within the public schools.
- Provide a basis for the review of the performance of the chief school administrator.

Evaluation Procedures – Superintendent

A. Procedures shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. A determination of roles and responsibilities for the implementation of policy and procedures.
2. Development of a job description and evaluation criteria based upon the district's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
3. Specification of methods of data collection and reporting appropriate to the job description.
4. Provision for the preparation of an individual plan for professional growth and development based in part upon any needs identified in the evaluation, which shall be mutually developed by the Board of Education and the Superintendent.
5. Preparation of an annual written performance report by a majority of the full membership of the Board of Education and an annual summary conference between the Board of Education, with a majority of the total membership present, and the Superintendent.

The Board of Education, at its discretion, may hire a consultant to assist or advise in the evaluation process.

B. Distribution and Amendments to Procedures

These procedures shall be distributed to the Superintendent upon adoption. Revisions to the procedures shall be distributed within ten (10) working days after adoption.

Administration

Evaluation of the Superintendent (continued)

C. Self-Evaluation

The Superintendent shall present to the Board of Education a self-evaluation on or about May 15 pertaining to specific job targets mutually adopted by the Board and the Superintendent and his/her own perception of the extent of accomplishment of each of the skills of the job, including from among the following.

1. Curriculum and Instruction Skills, including achieving the district's instructional priorities and program objectives.
2. Professional Skills, including achieving and/or implementing the district's goals, policies, State goals, and statutory requirements.
3. Administrative Leadership Skills
4. Board Relationship Skills
5. Staff Relationship Skills
6. Communication Skills, including parent-community relations
7. In-Service Growth Skills
8. Business Practices
9. Long-Range Planning

D. Annual Summary Conference

Prior to June 30 of each year, the Board shall hold an annual summary conference to review with the Superintendent his/her job performance as required by both administrative code and Board policy.

The annual summary conference between the Board of Education, with a majority of the total membership of the Board present, and the chief school administrator shall be held before the written performance report is filed. The conference shall be held in private, unless the Superintendent requests that it be held in public. The conference shall include, but not be limited to:

1. Review of the performance of the Superintendent based upon the job description.
2. Review of the Superintendent's progress in achieving and/or implementing the district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements.
3. A composite report of the Board's perception of the extent of accomplishment of job targets.

Administration

Evaluation of the Superintendent (continued)

E. Annual Written Performance Report

The annual written performance report shall be prepared on or before July 30 by a majority of the total membership of the Board of Education and shall include, but not be limited to:

1. Performance areas of strength.
2. Performance areas needing improvement based upon the job description and evaluation criteria set forth in subsection A2 of this section.
3. Recommendation for professional growth development.
4. Provision for performance data that have not been included in the report prepared by the Board of Education to be entered into the record by the Superintendent with ten (10) working days after the completion of the report.

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract for employment; evaluation of Superintendent by board of education

Annual Evaluation of Superintendent

I. Relationships with Board of Education

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|--|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Keeps Board informed on issues, needs, and operation of the school system. | | | | | | | |
| B. Apprises Board in a prompt and anticipatory manner regarding any exceptions to normal school operations. | | | | | | | |
| C. Plans agendas and supportive information for Board meetings that permit effective and productive conduct of district affairs. | | | | | | | |
| D. Provides effective support to the Board through knowledgeable and responsive comments at Board meetings and hearings and provides written information as appropriate. | | | | | | | |
| E. Maintains liaison between the Board and staff, working toward a high degree of mutual understanding and respect between the staff and the Board. | | | | | | | |
| F. Promotes a harmonious working relationship with the Board, remaining impartial toward individual Board members. | | | | | | | |

Rating Scale

5 = Outstanding
4 = Above average
3 = Satisfactory

2 = Marginal
1 = Unsatisfactory
DK = Don't know

II. Community Relations

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|--|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Provides programs to keep community informed concerning district accomplishments and needs. | | | | | | | |
| B. Provides opportunities to identify community expectations and concerns. | | | | | | | |
| C. Responds to community, as well as individual, concerns, using appropriate channels for timely resolution. | | | | | | | |
| D. Represents the schools in the general community and before community organizations. | | | | | | | |
| E. Gains the confidence and support of the community in the conduct of school district operations. | | | | | | | |
| F. Encourages parent and community involvement in the schools consistent with Board policies on community relations. | | | | | | | |
| G. Works cooperatively and effectively with public and private agencies and government leaders at the local and state level. | | | | | | | |
| H. Works cooperatively and effectively with business and other community leaders within the region. | | | | | | | |
| I. Develops and maintains cooperative relationships with the news media. | | | | | | | |

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DK = Don't know

III. Staff and Personnel

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|---|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Develops and executes sound personnel procedures and practices. | | | | | | | |
| B. Administers all Board/employee agreements and Board personnel policies in a fair and impartial manner. | | | | | | | |
| C. Sees that personnel evaluations policies are well implemented for all employees. | | | | | | | |
| D. Provides a program for continuing growth and professional development of the staff. | | | | | | | |
| E. Supports the staff, promotes good staff morale, and has their confidence and respect, while expecting their best effort. | | | | | | | |
| F. Encourages participation of appropriate staff members and groups in planning and problem solving. | | | | | | | |

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IV. Business and Support Services

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|--|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Manages resources effectively to carry out the district's educational mission. | | | | | | | |
| B. Makes budget recommendations for funding which reflect district needs and priorities. | | | | | | | |
| C. Provides financial reports consistent with good practices. | | | | | | | |
| D. Supervises development and presentation of annual budget. | | | | | | | |
| E. Plans for space requirements to meet student enrollment and program needs. | | | | | | | |
| F. Provides for security and safety in the use of school facilities. | | | | | | | |
| G. Provides direction to promote a well-maintained appearance of buildings. | | | | | | | |
| H. Provides for a safe, reliable, and efficient pupil transportation system. | | | | | | | |
| I. Provides for a nutritious and cost-effective food service program. | | | | | | | |

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V. Educational Services

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|--|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Plans for an educational program consistent with the educational philosophy, goals, and priorities of the district. | | | | | | | |
| B. Organizes and plans program of curriculum evaluation and improvement and reports student achievement trends. | | | | | | | |
| C. Recommends to the Board for its adoption all courses of study, curriculum guides, and textbooks. | | | | | | | |
| D. Directs the supervision of teachers and administrators in the delivery of instruction. | | | | | | | |
| E. Reports to the Board and discusses at Board meeting curriculum and instruction topics. | | | | | | | |
| F. Plans for a comprehensive program of student services, i.e., guidance, social work, psychology. | | | | | | | |
| G. Plans for involvement of appropriate community agencies in the delivery of services to students. | | | | | | | |
| H. Provides for a safe, well-disciplined learning environment. | | | | | | | |
| I. Maintains contact and communication with the student body. | | | | | | | |

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VI. Comprehensive Planning and General Management

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|--|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Interprets and executes the intent of Board policy. | | | | | | | |
| B. Advises Board on the need for new or revised policy and presents policy to Board. | | | | | | | |
| C. Develops short and long range plans to solve current problems and meet future need. | | | | | | | |
| D. Ensures that each school develops improvement plans with prioritized activities and assessment of activities. | | | | | | | |
| E. Delegates duties and responsibilities when appropriate and monitors follow-up. | | | | | | | |
| F. Involves school and community personnel in decision making as appropriate. | | | | | | | |
| G. Coordinates work of the administrative staff and foster development of the administrative team. | | | | | | | |
| H. Acts on own discretion if action is necessary in any matter not covered by Board policy. | | | | | | | |

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VII. Professional and Personal Guidelines

| | 5 | 4 | 3 | 2 | 1 | DK | Comments |
|---|----------|----------|----------|----------|----------|-----------|-----------------|
| A. Bases positions upon principal and professional judgment without regard to their popularity. | | | | | | | |
| B. Keeps abreast of current trends in education and management and participates in professional development activities. | | | | | | | |
| C. Stimulates Board, staff, and community awareness of local, state, and national education issues. | | | | | | | |
| D. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. | | | | | | | |
| E. Demonstrates ability to work effectively with individuals and groups. | | | | | | | |
| F. Accepts and utilizes constructive criticism for personal and professional growth. | | | | | | | |

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