

Superintendent Evaluation Form

Good afternoon,

Please complete the enclosed 2018-2019 Superintendent Evaluation Form at your earliest convenience. The Board will meet to discuss the results at the SB Retreat on June 1. Please complete the survey by Friday, May 25.

Thanks so much.
Jennifer

*** Required**

Purpose of Evaluation

One of the primary responsibilities of the School Board is the assurance of effective administrative leadership for the school system. This assurance can best be achieved through the careful selection and evaluation of the superintendent. The purpose of the evaluation process is to provide both the superintendent and the Board with information which can be used to improve the effectiveness of the chief administrator and thereby improve the quality of the school system.

The Board is expected to provide the superintendent with continual, information performance assessments through their regular communications; however, an annual, consistent evaluation system provides a structured vehicle for both individual and system-wide goal setting and clarification of priorities.

The results of the evaluation shall be used by the superintendent to identify and nurture strengths and to provide specific direction for improving performance. The Board shall use the results of the evaluation to improve communications, to clarify roles and expectations, to recognize excellence, to establish documentation for continued contract and compensation decisions, and to assist in its own self-evaluation.

Assignment of Performance Ratings

Careful consideration should be given in assigning performance ratings, and all Board members and the superintendent should be thoroughly familiar with the description of each notation. Because individual Board members have varying degrees of first-hand observation of the superintendent's performance in particular areas of the job requirements and objectives, it is understood that some ratings may be based on perception of the ability. It is also understood that the supervisory nature of many of the superintendent's duties requires both direct and indirect responsibility for achievement. The following guidelines should be used in assigning ratings:

The rating of "4" is intended to recognize excellence and to describe the clear strengths of the superintendent. The narrative should include specific illustration of superlative performance.

The rating of "3" is intended to describe the superintendent who is "doing a good job" and should not indicate "average" or minimal performance. The superintendent should be rated a "3" except in those instances where the performance exceeds or falls short of the expectations described in the job requirements. In the event that the superintendent receives all "3's" in any category, the narrative portion should describe any area of responsibility where clear potential for excellence or higher achievement exists.

The ratings of "1" and "2" indicate that improvement is needed and must be documented with a narrative explanation which outlines specific suggestions for improvement. The final evaluation must reflect the Board's consensus of the objectives for such improvement, including timelines, where appropriate, to be used by the superintendent when developing annual goals and which will be considered by the Board in subsequent evaluations.

Rating and Scale

A four-point Performance Rating Scale shall be used to judge the performance of the superintendent in each competency area designated in the job description. The performance rating notations and a description of the application are as follows:

4 = Outstanding: Performance consistently exceeds expectations of stated position requirements and objectives; manifests an exceptional degree of initiative and innovation; an unquestionable strength.

3 = Professionally competent and capable: Performance meets expectations of stated position requirements and objectives; manifests effective skills and proficiency.

2 = Needs Improvement: Performance is generally acceptable but fails to meet expectations of stated position requirements and objectives in designated areas; manifests a need for attention to areas of concern in order to improve effectiveness.

1 = Deficient: Performance does not meet expectations of stated position requirements and objectives; manifests unacceptable level of ability which requires prompt attention to correct weaknesses.

1. School Board Relations *

*Please rate each quality

Mark only one oval per row.

	4 - Outstanding	3 - Professionally Competent & Capable	2 - Needs Improvement	1 - Deficient
Serves as a liaison between the Board and school staff, facilitating communications and representing Board and staff positions and decisions accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes reports to the Board when requested in an expeditious manner, providing facts and explanations needed to assist the Board in its decisions regarding policy or other matters brought for their consideration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to individual Board members requests for information in an appropriate and timely manner, and is receptive to the constructive suggestions of Board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows respect and courtesy toward each member of the Board, both publicly and privately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that all applicable Federal, State, local laws and regulations are enforced and implements all directives of the Board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attends and participates in meetings of the Board and its committees.

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Collaborately develops the Board agenda with the chairperson, and places before the Board such necessary and helpful facts, information and reports as are needed to insure the making of informed decisions.

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Informs the Board about programs, practices, and problems of the schools and generally maintains open, clear communications with the Board keeping the board informed of the activities operating under the Board's authority.

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2. Instructional Leadership *

Please rate each quality

Mark only one oval per row.

	4 - Outstanding	3 - Professionally Competent & Capable	2 - Needs Improvement	1 - Deficient
Organizes and oversees the collaborative development and implementation of the Division's strategic plan including, identifying measurable objectives, assessing the progress toward implementation of the plan and determining the need for appropriate modifications to the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires continuous appraisal of the effectiveness of the instructional program at the individual school-building level, which includes evidence of the following: clear focus on system-wide goals; student academic progress; staff productivity and accountability; recognition of achievement; and specific strategies for improvement where needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides educational resources, direction, and support for principals and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

other instructional leaders, encouraging innovation and creative instructional methods to meet the diverse needs of students.

Organizes and actively encourages a planned program of curriculum evaluation and improvement.

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Identifies, analyzes and resolves problems using effective problem-solving techniques.

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Visits schools on a regular basis.

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Keep current on educational best practices and research.

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3. Comments/Narrative Explanation

4. Personnel Management *

*Please rate each quality

Mark only one oval per row.

	4 - Outstanding	3 - Professionally Competent & Capable	2 - Needs Improvement	1 - Deficient
Develops an organizational structure for the efficient administration of the activities of the school system, making assignments which utilize the strengths and talents of personnel and which coordinate their responsibilities efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports and collaborates with staff while demanding their best efforts, including delegating authority to appropriate staff members in a way which encourages shared decision-making, responsibility and accountability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes methods of recognizing excellence and rewarding superior performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercises fairness, objectivity, and attention to the best interests of the school system in the conduct of all personnel relations and decisions in a way which earns the confidence and respect of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops/maintains job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Develop, maintain, and
descriptions and
implements a
performance system for
all employees.

Supervises the principals,
assistant superintendents
and directors.

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Provides staff
development programs
consistent with program
evaluation results, school
instructional improvement
plans, and identified
individual staff needs

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Develops good staff
morale and loyalty to the
school system.

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5. Comments/Narrative Explanation

6. Fiscal Responsibilities *

*Please rate each quality

Mark only one oval per row.

	4 - Outstanding	3 - Professionally Competent & Capable	2 - Needs Improvement	1 - Deficient
Supervises the preparation of the annual budget, which reveals careful analysis of the operational expenditures of the school system and which reflects budgetary priorities based on verified needs of the staff, facilities, equipment, materials and supplies to maintain and improve the quality of the instructional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains accurate financial records and implements the necessary internal controls to ensure the proper expenditure of funds and elimination of waste.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates the current and projected fiscal needs of the school system to the City Manager and local governing body on a regular basis in order to promote coordination of community-wide investment planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that expenditures are within the limits approved by the School Board and submits to the Board a clear and detailed explanation of any	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Superintendent's Summary

substantial sums not included in the approved budget.

Regularly reports to the School Board on the financial condition of the schools.

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Oversees a short term and long range capital improvement plan which includes continuous assessment of the projected resources and utility of all school buildings and property.

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7. Comments/Narrative Explanation

8. Community/Public Relations *

*Please rate each quality

Mark only one oval per row.

	4 - Outstanding	3 - Professionally Competent & Capable	2 - Needs Improvement	1 - Deficient
Demonstrates visible, energetic leadership in the community by meeting with parent groups and participating in community and civic activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts as a public advocate for the school system whenever possible and seeks opportunities to represent the Board and school community in a positive articulate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and maintains friendly and cooperative relationships with the press and other media, utilizing these resources to publicize Board meeting agendas and school activities, as well as to clarify or interpret school issues of public interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages parents to be involved in their children's education by ensuring that each school provides opportunities for parent involvement and that each school is appropriately responsive to parental needs and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with local law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

cooperates with law enforcement, civic, and health and social service agencies for mutual support and to create collaborative efforts in addressing the needs of school families.

Encourages the growth of school-business partnerships and utilizes the resources of the business community for mutual benefit.

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Establishes and ensures the maintenance of effective channels of communication between the schools and parents/guardians of school children, and between the school system and the community at large.

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Involves the community in planning and problem solving for the schools.

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9. Comments/Narrative Explanation

Acknowledgement

1. The Charlottesville City School Board will review the attached evaluation documents with the Superintendent and submit them for inclusion in her personnel file.

2. The Superintendent will read and fully understand the evaluation documents presented by the Charlottesville City School Board.

I understand that this information will be included in my personnel file in the Central Office and should be used in the development of annual goals for myself and for the school division. Any comments and/or exceptions I wish to record are described below:

10. Please type your name here. *

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