

CRAIG CITY SCHOOL DISTRICT

CRAIG, ALASKA

SUPERINTENDENT EVALUATION PROCEDURE

Mission Statement

CCSD is dedicated to providing a meaningful, comprehensive, and engaging education to all students so they participate responsibly in the global society

SUPERINTENDENT EVALUATION

TABLE OF CONTENTS

| | |
|--|-------------|
| Position Description | Page 1 |
| Evaluation Procedure | Page 2 |
| Superintendent's Self-Assessment | Page 3 |
| Evaluation Checklist | Pages 4 - 8 |
| Conclusions and Recommendations | Page 9 |
| Instructions to the Board President..... | Page 10 |
| Response Tally | Pages 11-15 |

SUPERINTENDENT POSITION DESCRIPTION

Works for and is directly responsible to the School Board of the School District. Serves as the Chief Executive Officer of the School District. Provides support, direction and leadership for the School Board in its planning, policy-making and governance functions. Assures that the programs and operations of the School District are carried out in accordance with the goals and purposes of the School District and in a quality manner. Functions effectively in a fluid political environment that includes a multiplicity of demands.

Examples of Duties

Leadership: Assists the School Board in developing mission, goals and strategies to carry out the purposes of the School District. Provides leadership and vision in this capacity. Works effectively with the officers and School Board. Provides appropriate information, suggestions and options. Effectively implements policies and direction set by Board actions.

Management of the School District: Prepares proposed budget for approval by the School Board; monitors monthly financial statements and ensures operations of the School District are within the budget. Delegates authority to appropriate staff members and coordinates operations. Provides leadership, allocates resources and assures monitoring of School District programs to assure effective and efficient operation. Responsible for the hiring, professional development and growth, supervision, evaluation, discipline and termination of employees of the School District. Organizes staff in a manner to effectively achieve School District goals.

External Relations: Provides and assures an effective voice for the School District and local School Board. Acts as a strong advocate for public education. Maintains an effective liaison with the legislature, other governmental bodies and organizations at the local, state and national level.

SUPERINTENDENT EVALUATION PROCEDURE

Authority for Evaluation: This procedure is adopted for the annual evaluation of the Superintendent's performance by the School Board.

Purposes of Evaluation: The purposes of this evaluation shall be to:

- * Enhance the working relationship between the Superintendent and the School Board and its officers;
- * Ensure that the policies and procedures of the School District are being effectively administered;
- * Assess the Superintendent's effectiveness in carrying out programs designed to meet the School District's plans and goals;
- * Identify the School Board perceptions of the strengths of the Superintendent and cooperatively develop a strategy for professional development and growth or to address any areas needing improvement.

Evaluation Process: Performance evaluation is an ongoing process. However, to provide a systematic and planned mechanism for analysis of and feedback on performance, the following process will be carried out by the School Board:

- * Prior to the October Board meeting, the School District office will send Board members the written evaluation instrument and the Superintendent's self-assessment of how District and professional goal have been accomplished.
- * Evaluation forms from Board members are to be returned to the Board President or his or her designee by the date specified. The Board President or designee will tally individual scoring and record individual statements. Copies of the summary of the evaluation results will be presented to the School Board and the Superintendent at the November meeting.
- * During the December meeting the Board will meet in executive session to discuss evaluation results and reach a consensus. The Board will then meet in executive session with the Superintendent to discuss this consensus.
- * Based upon the evaluation meeting, the Board and the Superintendent shall jointly develop a written plan of improvement (if needed) and/or professional goals for the Superintendent for the following year. Progress on this plan shall be included as a basis for evaluation for the new year, along with the regular evaluation instrument and self-assessment report.
- * A copy of the Superintendent's annual evaluation shall be kept on file in the District office. Access to such reports should be limited to individuals with a legitimate need to review and use reports in order to assure appropriate use of the information.
- * Board members shall treat the results of the evaluation with confidentiality.

SUPERINTENDENT'S SELF ASSESSMENT

Progress has been made on these School District priorities:

Progress has been made on these professional goals established for Superintendent during last year's evaluation process:

My leadership for planning and governance activities significant to the School District this year is evidenced by:

How and why the management of the School District has changed this year:

My leadership for the operation of School District programs has resulted in the following (projects, activities, directions to staff, etc.):

How external relations have improved or changed this year:

My efforts for maintaining or improving Board relations are evidenced by:

My professional/personal goals for the following year are:

Craig City School District Superintendent Evaluation

Leadership

Name: _____

Date: _____

| Score | 4-Outstanding (Requires Written Comment) | 3- Effective | 2- Needs Improvement | 1- Ineffective (add comments) |
|-------|--|---|---|--|
| | | Takes active leadership role in the development and improvement of the District | Responds to direction and suggestions of the Board regarding District improvement without providing leadership | Demonstrates an attitude of satisfaction with maintaining the status quo of the organization. |
| | | Follows direction set by the District Plan; keeps Board periodically informed of progress | Linkage of District activities and programs to District Plan is not systematic; insufficient reports to Board | Decisions and activities show little regard to direction of District Plan; little information is given to the Board |
| | | Understands and stays informed on all aspects of District operations; anticipates problems, provides solutions, operates well in crises | Unable to clearly articulate the services or activities of the District; doesn't anticipate problems or crises | Communications demonstrate poor understanding of activities of District or staff; often in crisis mode |
| | | Works to implement a team concept with staff to insure employee efforts mesh to support the District's vision and mission | Pays limited attention to the interaction between staff members and service areas; staff doesn't clearly understand the mission | Allows professional and personal differences on staff to become public and tarnish the programs and credibility of the District. |
| | | Demonstrates a thorough understanding of the role of the Superintendent | Does not seem clear on role of Superintendent or on Board expectations | Exceeds authority and disregards Board expectations |

Comments:

Craig City School District Superintendent Evaluation

Management

Name: _____

Date: _____

| Score | 4-Outstanding (Requires Written Comment) | 3- Effective | 2- Needs Improvement | 1- Ineffective (add comments) |
|-------|--|--|--|---|
| | | Insures that the staff is comprised of individuals with appropriate skills and background to meet the District's needs | Occasionally selects staff with inadequate qualifications | Does not select nor align staff to meet the District's needs |
| | | Delegates authority to appropriate staff members | Is reluctant to place much authority with key staff members | Rigidly controls all communications and decisions made within the administration |
| | | Provides adequate supervision of District operations, insisting on competence and efficiency | Settle for "good enough" from staff, occasionally allowing decisions or communications to go out that reflect poorly on the District | Allows inferior work to be done, which damages the integrity and image of the District |
| | | Understand the budgetary process and makes recommendations to keep the District fiscally sound | Demonstrates an incomplete understanding of budgeting; has difficulty explaining the context of financial reports | Presents flawed financial information to the Board; doesn't link the budget to the overall goals of the District. |
| | | Develops and executes sound personnel procedures, practices, evaluations, and training | Demonstrates an incomplete understanding of personnel procedures | Presents flawed reasoning to Board regarding personnel matters |

Comments:

Craig City School District Superintendent Evaluation

External Relations

Name: _____

Date: _____

| Score | 4-Outstanding (Requires Written Comment) | 3- Effective | 2- Needs Improvement | 1- Ineffective (add comments) |
|-------|--|---|--|--|
| | | Provides an effective voice for the District and advances its influence and credibility throughout the community | Provides a “presence” for the District, but is not assertive in articulation or advocating as the educational leader | Attitudes and behaviors consistently damage the District’s credibility and images |
| | | Develops friendly and cooperative relationships with the news media, businesses, City and legislature | Is recognized as a representative of the District, but doesn’t forge relationships | Creates adversarial relationships that inhibit the District’s positive influence |
| | | Encourages community members to become actively involved with the District and systematically provides them with opportunities and training | Does not provide community members sufficient understanding of District issues to allow them to be effective in their efforts. | Does not value the importance of informed community members or respect their influence |
| | | Works effectively with public and private agencies; looks for opportunities to forge alliances to further the District mission | Does not seek opportunities to interact with other agencies | Does not appear to value collaboration with other agencies; contributes to difficult relations with others |
| | | Solicits and gives attention to problems and opinions of groups and individuals | Doesn’t actively seek to become informed of individuals or community concerns | Demonstrates disregard for concerns of others, acting instead on personal agenda and opinions. |

Comments:

Craig City School District Superintendent Evaluation

Board Relations

Name: _____

Date: _____

| Score | 4-Outstanding (Requires Written Comment) | 3- Effective | 2- Needs Improvement | 1- Ineffective (add comments) |
|-------|--|--|--|--|
| | | Provides leadership and vision in assisting the Board to carry out the mission of the District through a planning process | Initiates a planning process for the Board at their request | Does not bring the need for an on-going planning process to the Board |
| | | Offers professional recommendations to the Board on action items, based on thorough study and research | Provides recommendations upon request | Does not provide professional advise or guidance to the Board to assist in their decisions |
| | | Assures that Board policies are routinely reviewed and kept updated | Revises Board policies as need arises, but not with any regularity | Does not attempt to keep policy issues before the Board; policy manual does not receive regular attention |
| | | Administers District within policies of the Board | Occasionally takes actions that are contrary to Board policy or direction of resolutions, without the knowledge of the Board | Relies on personal discretion in decision making with little regard to guidelines set by Board policy |
| | | Keeps the Board informed on issues, needs and operation of District through a regular reporting process; treats Board members with equal consideration and respect | Provides inconsistent information to Board members. | Rarely informs the Board of anything unless there is a problem; communicates only with a select few Board members. |

Comments:

Craig City School District Superintendent Evaluation

Personal Qualities

Name: _____

Date: _____

| Score | 4-Outstanding (Requires Written Comment) | 3- Effective | 2- Needs Improvement | 1- Ineffective (add comments) |
|-------|--|---|---|--|
| | | Dedicated to high standards of performance and ethics in all personal and professional matters | Occasionally demonstrates a willingness to compromise standards or ethics for personal or professional gain | Behaves in a manner that calls integrity and ethics into serious question; trust is an issue |
| | | Handles pressure and maintains poise and emotional stability in the full range of professional duties | Demonstrates poor behavior and lack of judgment under pressure | Behaves unprofessionally and with disregard to well-being of District |
| | | Exercises good judgment in arriving at decisions; seeks information and counsel; analyzes facts and situations | Does not gather sufficient information before making decisions; is reactionary | Shows poor judgment, makes decisions with little regard to facts or advice from Board or staff |
| | | Communicates effectively through written and spoken word; is clear and persuasive; is an active listener; exhibits a sense of humor | Communicates with limited success | Has difficulty being understood; creates problems for the District through lack of communication skills |
| | | Personal appearance in relation to professional duties is consistently appropriate and contributes to respect for the District | Attention to appropriate personal appearance is inconsistent | Shows consistent disregard for importance of maintaining an appropriate image for the District through personal appearance |

Comments:

CONCLUSIONS AND RECOMMENDATIONS

In view of the ratings and comments made by members of the School Board, the following agreements have been reached by the Board and the Superintendent:

Goals for professional development for the coming year:

Plan of Improvement (*this is to be employed if there are a number of ratings in the Needs Improvement or Ineffective columns of the evaluation instrument*)

With respect to the employment relationship between the Superintendent and the School Board, the Board recommends the following contract considerations:

Length of Contract:

Compensation (Salary and Benefits):

Other terms:

Signed: _____, President Date: _____

_____, Superintendent Date: _____

SUPERINTENDENT'S EVALUATION

INSTRUCTIONS TO THE BOARD PRESIDENT

The Board President or his/her designee shall be responsible for compiling the results of evaluations completed by individual members of the School Board.

A tally sheet shall be kept to record the individual responses to the items on the check list. *No numerical score or average shall be assigned.*

Individual comments regarding concerns or recommendations for improvement should be recorded under each general category of items on the checklist, i.e., Leadership, Management of the School District, etc.

The summary of the tally sheet and the recorded statements should be copied and made available to each Board member and the Superintendent at or prior to the evaluation meeting. Discussion by the Board should be generally based on the reported results.

The full Board's conclusions and recommendations should be put in writing on the final form titled "Conclusions and Recommendations", which will become a part of the Superintendent's personnel file. The form should be signed by the President and Superintendent.

The Superintendent shall also be provided with a copy of the tally sheet and individual comments as a means of clearly communicating specific concerns about his performance.

CCSD SUPERINTENDENT EVALUATION

Response Tally

LEADERSHIP

| Item # | Outstanding | Effective | Needs Improvement | Ineffective |
|--------|-------------|-----------|-------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

LEADERSHIP Comments

CCSD SUPERINTENDENT EVALUATION

Response Tally

MANAGEMENT OF THE SCHOOL DISTRICT

| Item # | Outstanding | Effective | Needs Improvement | Ineffective |
|--------|-------------|-----------|-------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

MANAGEMENT OF THE SCHOOL DISTRICT Comments:

CCSD SUPERINTENDENT EVALUATION

Response Tally

EXTERNAL RELATIONS

| Item # | Outstanding | Effective | Needs Improvement | Ineffective |
|--------|-------------|-----------|-------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

EXTERNAL RELATIONS Comments:

CCSD SUPERINTENDENT EVALUATION

Response Tally

BOARD RELATIONS

| Item # | Outstanding | Effective | Needs Improvement | Ineffective |
|--------|-------------|-----------|-------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

BOARD RELATIONS Comments:

CCSD SUPERINTENDENT EVALUATION

Response Tally

PERSONAL QUALITIES

| Item # | Outstanding | Effective | Needs Improvement | Ineffective |
|--------|-------------|-----------|-------------------|-------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

PERSONAL QUALITIES Comments: