



River Forest  
Public Schools

## **SUPERINTENDENT EVALUATION FORM**

This evaluation template is comprised of two parts:

- Part 1 Performance Goals (from Superintendent Performance Contract)
- Part 2 Performance Standards (based on established superintendent professional practice standards)

The Summary Report section is designed to assist in summarizing the Board's responses (and providing points of emphasis) for the summative evaluation meeting between the Board and the Superintendent.

### **Suggested Annual Timeline for Superintendent Evaluation Process:**

- |  |           |
|--|-----------|
| - Proposed Superintendent goals submitted to Board at Retreat        | August    |
| - Board provides feedback to Superintendent regarding goals          | September |
| - Superintendent provides mid-year goal update to Board              | December  |
| - Board President sends electronic survey instrument to members      | January   |
| - Board President collects feedback, Personnel Chair compiles data   | February  |
| - Board of Education provides performance feedback to Superintendent | March     |
| - Superintendent provides end-of-year goal update to Board           | June      |
| - Superintendent completes proposed goals for upcoming school year   | July      |

## River Forest District 90 Superintendent Evaluation Instrument

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment Key:	0	Unacceptable
	1	Needs improvement
	2	Satisfactory
	3	Very good
	4	Outstanding

<b>PART 1 — PERFORMANCE GOALS from Superintendent Performance Contract</b>
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If the Superintendent has a multi-year performance-based contract, the Board will want to include them in this section. Otherwise, District Goals can be substituted. In preparation for the evaluation, the Superintendent should be asked to prepare a written narrative regarding the accomplishment of each goal.

**Performance Indicators:** (circle one rating only for each indicator)

G.1 The Superintendent shall direct the efforts of the administration and staff in enhancing student performance and academic improvement, as measured by the following indicators:

0 1 2 3 4      Coordinate the District Strategic Planning process to promote student performance and academic improvement and provide ongoing progress reporting to the school community.

0 1 2 3 4      Consistently implement processes to support both student achievement and student academic growth for all students across the District, with particular emphasis on students we have not historically served well.

0 1 2 3 4      Consistently implement processes to ensure District compliance with the Every Student Succeeds Act (ESSA) and all related elements.

**Comments:**

G.2 The Superintendent shall direct the efforts of the administration and staff to improve the District academically, as measured by the following indicators:

0 1 2 3 4      Continue to implement processes to further align District curriculum and instruction with the Illinois State Learning Standards and performance assessments.

0 1 2 3 4      Report to the Board on progress/impact of new curriculum implementation.

0 1 2 3 4      Report to the Board on the results of standardized and/or other required summative assessments.

**Comments:**

	G.3	The Superintendent shall direct the efforts of the administration and staff to address issues of equity and inclusivity, as measured by the following indicators:
0 1 2 3 4		Pursue the implementation of instructional models and strategies that have predictive success for narrowing the opportunity gap and promoting student performance and academic improvement.
0 1 2 3 4		Implement professional development activities and experiences focused on identifying implicit bias and improving cultural sensitivity across all employee groups in order to promote the success of every student.
0 1 2 3 4		Continue to implement the District recruiting practices intended to solicit an increased number of diverse candidates for employment in District 90 and thereby increase the understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

**Comments:**

**PART 2. CHECK LIST - ASSESSMENT AGAINST ESTABLISHED SUPERINTENDENT PERFORMANCE STANDARDS**

*Based on: Education Leadership Policy Standards (Previously ISLLC)*

**STANDARD #1 — LEADERSHIP AND DISTRICT CULTURE**

Executive leadership, vision, shaping school culture, empowering others, multi-cultural understanding.

**Performance Indicators:** (circle one rating only for each indicator)

0 1 2 3 4	1.1	Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning
0 1 2 3 4	1.2	Promote academic rigor that focuses on learning and excellence for schools
0 1 2 3 4	1.3	Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision

- |   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 0 | 1 | 2 | 3 | 4 | 1.4 | Model learning for staff and students   |
| 0 | 1 | 2 | 3 | 4 | 1.5 | Promote understanding and celebrating school/community cultures                 |
| 0 | 1 | 2 | 3 | 4 | 1.6 | Promote and expect a school based climate of tolerance, acceptance and civility |
| 0 | 1 | 2 | 3 | 4 | 1.7 | Develop, implement, promote and monitor continuous improvement processes        |

**Comments:**

**STANDARD #2 — POLICY AND GOVERNANCE**

Working with the board, formulating district policy, describing public school governance in a democratic society.

**Performance Indicators:** (circle one rating only for each indicator)

- |   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 0 | 1 | 2 | 3 | 4 | 2.1 | Understand and articulate the system of public school governance and differentiate between policy making and administrative roles                           |
| 0 | 1 | 2 | 3 | 4 | 2.2 | Establish procedures for superintendent/board interpersonal and working relationships   |
| 0 | 1 | 2 | 3 | 4 | 2.3 | Promote shared decision making as pervasive throughout the system   |
| 0 | 1 | 2 | 3 | 4 | 2.4 | Scan environment to create a data-based framework for policy development  |
| 0 | 1 | 2 | 3 | 4 | 2.5 | Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools |
| 0 | 1 | 2 | 3 | 4 | 2.6 | Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals    |
| 0 | 1 | 2 | 3 | 4 | 2.7 | Use legal counsel in governance and procedures to avoid civil and criminal liabilities  |

**Comments:**

**STANDARD #3 — COMMUNICATIONS AND COMMUNITY RELATIONS**

Articulating district vision and purpose, media relations, community feedback and building consensus for community support.

**Performance Indicators:** (circle one rating only for each indicator)

- |   |   |   |   |   |     |  |
|---|---|---|---|---|-----|--|
| 0 | 1 | 2 | 3 | 4 | 3.1 | Clearly articulate district vision, mission, and priorities to community and media |
|---|---|---|---|---|-----|--|

0	1	2	3	4	3.2	Demonstrate understanding of political forces and skills to build coalitions for educational process
0	1	2	3	4	3.3	Develop formal and informal techniques to gain external perceptions of district
0	1	2	3	4	3.4	Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
0	1	2	3	4	3.5	Promote involvement of all stakeholders to fully participate in the process of schooling
0	1	2	3	4	3.6	Demonstrate mediation and conflict resolution skills
0	1	2	3	4	3.7	Establish effective school/community relations, school/business partnerships and public service
0	1	2	3	4	3.8	Understand the role of media in shaping and forming opinions as well as how to work with the media
0	1	2	3	4	3.9	Develop and carry out internal and external communication plans

**Comments:**

**STANDARD #4 — ORGANIZATIONAL MANAGEMENT**

Gathering, analyzing and using data for decision making, framing and solving problems and quality management.

**Performance Indicators:** (circle one rating only for each indicator)

0	1	2	3	4	4.1	Frame, analyze and resolve problems using effective problem solving techniques and decision making skills
0	1	2	3	4	4.2	Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities
0	1	2	3	4	4.3	Acquire, allocate and manage all resources to ensure successful student learning
0	1	2	3	4	4.4	Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring
0	1	2	3	4	4.5	Articulate budget complexities to public in respectful, understandable manner
0	1	2	3	4	4.6	Demonstrate the ability to use technology to enhance administering business, student and other information and support systems
0	1	2	3	4	4.7	Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs

- |   |   |   |   |   |     |  |
|---|---|---|---|---|-----|--|
| 0 | 1 | 2 | 3 | 4 | 4.8 | Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues |
| 0 | 1 | 2 | 3 | 4 | 4.9 | Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma                |

**Comments:**

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**STANDARD #5 — CURRICULUM PLANNING AND DEVELOPMENT**

Designing curriculum and strategic planning to enhance teaching and learning, using theories of cognitive development, using valid assessments and use of technology.

**Performance Indicators:** (circle one rating only for each indicator)

- |   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 0 | 1 | 2 | 3 | 4 | 5.1 | Develop core curriculum design and delivery system based on content and assessment standards and best practices                         |
| 0 | 1 | 2 | 3 | 4 | 5.2 | Establish curriculum planning to anticipate occupational trends and school-to-career needs  |
| 0 | 1 | 2 | 3 | 4 | 5.3 | Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction            |
| 0 | 1 | 2 | 3 | 4 | 5.4 | Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming             |
| 0 | 1 | 2 | 3 | 4 | 5.5 | Assess student progress using a variety of appropriate techniques   |
| 0 | 1 | 2 | 3 | 4 | 5.6 | Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment |

**Comments:**

**STANDARD #6 — INSTRUCTIONAL LEADERSHIP**

Knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement. Applying research and best practice.

**Performance Indicators:** (circle one rating only for each indicator)

- |   |   |   |   |   |     |  |
|---|---|---|---|---|-----|--|
| 0 | 1 | 2 | 3 | 4 | 6.1 | Collaboratively develop, implement and monitor change process to improve student and adult learning  |
| 0 | 1 | 2 | 3 | 4 | 6.2 | Implement appropriate safety and security practices in schools   |
| 0 | 1 | 2 | 3 | 4 | 6.3 | Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners  |
| 0 | 1 | 2 | 3 | 4 | 6.4 | Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes      |
| 0 | 1 | 2 | 3 | 4 | 6.5 | Establish instructional strategies that include cultural diversity and differences in learning styles  |
| 0 | 1 | 2 | 3 | 4 | 6.6 | Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process |



- 0 1 2 3 4 6.7 Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes

**Comments:**

**STANDARD #7 — HUMAN RESOURCES LEADERSHIP**

Skill in developing staff evaluation and assessment and supervisory system to improve performance. Describing and applying legal requirements for selection, development, retention and dismissal.

**Performance Indicators:** (circle one rating only for each indicator)

- 0 1 2 3 4 7.1 Work with faculty and other stakeholders to identify system and staff needs and organize, facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies
- 0 1 2 3 4 7.2 Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development
- 0 1 2 3 4 7.3 Diagnose and improve organizational morale
- 0 1 2 3 4 7.4 Identify and apply appropriate polices, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity
- 0 1 2 3 4 7.5 Assess individual and institutional sources of stress and develop methods for reducing stress
- 0 1 2 3 4 7.6 Establish pupil personnel practices and procedures including effective student information systems

**Comments:**

**STANDARD #8 — VALUES AND ETHICS OF LEADERSHIP**

Understanding and modeling appropriate value systems, ethics and moral leadership. Exhibiting multi-cultural understanding coordinating social agencies and human services to help each student grow as a caring, informed citizen.

**Performance Indicators:** (circle one rating only for each indicator)

- 0 1 2 3 4 8.1 Exhibit multi-cultural and ethnic understanding and sensitivity
- 0 1 2 3 4 8.2 Describe role of schooling in a democratic society
- 0 1 2 3 4 8.3 Manifest a professional code of ethics and demonstrate personal integrity
- 0 1 2 3 4 8.4 Model accepted moral and ethical standards in all interactions



- |   |   |   |   |   |     |   |
|---|---|---|---|---|-----|---|
| 0 | 1 | 2 | 3 | 4 | 8.5 | Explore and develop ways to find common ground in dealing with difficult and divisive issues  |
| 0 | 1 | 2 | 3 | 4 | 8.6 | Promote the value that morale and ethical practices are established and practiced in every classroom, every school, and throughout the district |

**Comments:**

**STANDARD #9 — LABOR RELATIONS**

Understanding collective bargaining law and processes, contract management and effective relationships with bargaining groups.

**Performance Indicators:** (circle one rating only for each indicator)

- |   |   |   |   |   |     |  |
|---|---|---|---|---|-----|--|
| 0 | 1 | 2 | 3 | 4 | 9.1 | Develop bargaining strategies based upon collective bargaining laws and processes              |
| 0 | 1 | 2 | 3 | 4 | 9.2 | Identify contract language issues and propose modifications                                    |
| 0 | 1 | 2 | 3 | 4 | 9.3 | Participate in the collective bargaining processes as determined by the board                  |
| 0 | 1 | 2 | 3 | 4 | 9.4 | Establish productive relationships with bargaining groups while managing contracts effectively |

**Comments:**

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**SUMMARY REPORT  
SUPERINTENDENT EVALUATION**

**PART 1 — DISTRICT GOALS**

**Summary Rating — Goal #1:**

(number of board members marking each rating)

- 4 **Outstanding** \_\_\_\_\_
- 3 **Very Good** \_\_\_\_\_
- 2 **Satisfactory** \_\_\_\_\_
- 1 **Needs Improvement** \_\_\_\_\_
- 0 **Unacceptable** \_\_\_\_\_

Comments:

**Summary Rating — Goal #2:**

(number of board members marking each rating)

- 4 **Outstanding** \_\_\_\_\_
- 3 **Very Good** \_\_\_\_\_
- 2 **Satisfactory** \_\_\_\_\_
- 1 **Needs Improvement** \_\_\_\_\_
- 0 **Unacceptable** \_\_\_\_\_

Comments:

**Summary Rating — Goal #3:**

(number of board members marking each rating)

- 4 **Outstanding** \_\_\_\_\_
- 3 **Very Good** \_\_\_\_\_
- 2 **Satisfactory** \_\_\_\_\_
- 1 **Needs Improvement** \_\_\_\_\_
- 0 **Unacceptable** \_\_\_\_\_

Comments:

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**PART 2. ASSESSMENT AGAINST ESTABLISHED SUPERINTENDENT  
PERFORMANCE STANDARDS**

**Summary Rating — Standard #1. LEADERSHIP AND DISTRICT CULTURE**

(number of board members marking each rating)

<b>4</b>	<b>Outstanding</b>	_____
<b>3</b>	<b>Very Good</b>	_____
<b>2</b>	<b>Satisfactory</b>	_____
<b>1</b>	<b>Needs Improvement</b>	_____
<b>0</b>	<b>Unacceptable</b>	_____

**Comments:**

**Summary Rating — Standard #2. POLICY & GOVERNANCE**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments:

**Summary Rating — Standard #3. COMMUNICATIONS & COMMUNITY RELATIONS**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments:

**Summary Rating — Standard #4. ORGANIZATIONAL MANAGEMENT**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments:

**Summary Rating — Standard #5. CURRICULUM PLANNING & DEVELOPMENT**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments:

**Summary Rating — Standard #6. INSTRUCTIONAL LEADERSHIP**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments:

**Summary Rating — Standard #7. HUMAN RESOURCES LEADERSHIP**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

Comments

**Summary Rating — Standard #8.**

**VALUES & ETHICS OF LEADERSHIP**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

**Comments:**

**Summary Rating — Standard #9. LABOR RELATIONS**

(number of board members marking each rating)

- 4 Outstanding \_\_\_\_\_
- 3 Very Good \_\_\_\_\_
- 2 Satisfactory \_\_\_\_\_
- 1 Needs Improvement \_\_\_\_\_
- 0 Unacceptable \_\_\_\_\_

**Comments:**

**SUMMARY BOARD COMMENDATIONS/RECOMMENDATIONS:**

\_\_\_\_\_  
Board President                      date

\_\_\_\_\_  
Superintendent                      date