



DERBY PUBLIC SCHOOL DISTRICT

Superintendent Evaluation Plan



2018

SUPERINTENDENT PERFORMANCE EVALUATION OVERVIEW

Disclaimer: This evaluation document, or its ratings, comments or recommendations, may contain legally privileged and confidential information, and is intended only for the use of the individual Derby Board of Education member or whole board only. You are hereby notified that any dissemination, distribution, electronic distribution or copying of this communication is strictly prohibited.

Underlying Principles

1. Even accomplished leaders are continuous learners. They are relentless in their quest to find the right combination of management, communication with and motivation of others, vision, and leadership that ensures all students will excel. The rubrics provide the Superintendent and the Board with the opportunity to reflect upon the performance patterns relative to the Derby Public School District strategic plan and the Standards for School Leaders. The rubrics are designed to provide the Board and the Superintendent with a profile of strengths and areas for growth relative to Derby's expectations for exceptional leadership. Through regular and annual reflection on four defined areas of leadership, we can more efficiently and thoroughly evaluate and increase our impact on student achievement.
2. Based on the rubrics, there are four ratings:
 - Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Does Not Meet Expectations
3. Having four ratings allows the Superintendent and Board to clearly distinguish between effective and ineffective leadership practices. "Meets Expectations" is the expected standard for Bethany, however, the Superintendent shall strive for attaining "Exceeds Expectations," which represents the ideal – a reachable, but truly exceptional goal.

1. Educational Leadership

Expectation: Demonstrated vision and learning in education quality, with specific efforts and results.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<u>Vision:</u> Works with the BOE, staff, and community to develop and implement a vision for students' high academic achievement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Culture:</u> Promotes a positive school culture for effective learning and high achievement; fosters a spirit of collaboration, camaraderie, and team support.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Instructional Materials:</u> Ensures teachers and students are provided with the highest quality instructional materials and cutting-edge technologies to support superior instruction and learning across all subject areas.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Curriculum:</u> Manages the development and effective continuous improvement of curriculum across all academic and specials subject areas.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Hiring:</u> Ensures the hiring of highly qualified, high performing, and caring administrators, teachers, and staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Training:</u> Leads the design and implementation of effective and comprehensive professional development for administrators, teachers, and staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Performance:</u> Ensures administrators, teachers, and staff are held to high standards of performance, including timely and effective performance reviews according to District policies.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<u>Issue Management:</u> Addresses items with staff, personal, performance, or other issues in a timely, considerate, and effective manner, ensuring the smooth-running of the District.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Measurable Results: Leads the District towards improved student achievement as evidenced by multiple sources of data.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Presence: Creates a leadership presence in the District by regularly visiting classrooms, attending special programs, and meeting with staff.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Personal Development: Actively participates in professional organizations (e.g. CAPSS, CAFE, AASA, NSBA) for his own development.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
EDUCATIONAL LEADERSHIP OVERALL RATING	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Comments:

2. Organizational Management

Expectation: Effective management and reporting of all aspects of the District's Finances and Operations.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Budget Process: Develops and implements a timeline and process that provides sufficient opportunity for thorough scrutiny, discussion, and decision making in all budget areas.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Budget Development: Works with staff, BOE, and the Town Board of Appropriation & Taxation to develop a sound budget that adequately funds all vital areas of the District's operations and meets the needs of all students.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Budget Management: Effectively manages all expenses in the District.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Contract Negotiation: Develops contract terms for all contracted parties that are fair to the contracted parties and manageable by the BOE.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Grants & Excess Cost: Keeps abreast of available federal and state grants (including Excess Cost) and actively pursues and obtains all monies available.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Expense Reporting: Reports to the BOE monthly on the status of the budget and all key areas of revenue and expense.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Day-to-Day Management: Through personal oversight and a network of managing staff, maintains oversight of the day-to-day operations of the District, ensuring performance at a high level of excellence.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Facilities Planning: Works with staff and BOE to develop an effective long-term facilities plan.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Facilities Maintenance: Ensures all aspects of the facilities and equipment are cleaned, maintained, fixed and/or replaced in a timely, cost effective manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
School Environment Safety and Health: Ensures all aspects of the school environment are safe and healthy, and all government standards are met.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
ORGANIZATIONAL MANAGEMENT OVERALL RATING	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Comments:

3. Community and Board of Education Relations

Expectation: Effective relationship with the Board of Education, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationship with the parent community.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
BOE Communication-Proactive: Communicates proactively and effectively with the BOE on key operational, staffing, financial, educational, and other issues.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
BOE Communication-Responsive: Responds to Board requests for information in a timely fashion.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Policy: Performs continuous review of Board policies and provides timely and thorough information to the Board for effective policy decision making.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Commitment to Board Priorities: Works diligently to implement Board priorities and directives; implements all policies adopted by the Board.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Information and Advice: Provides professional advice and informs the Board on educational issues, statutory requirements, and needs in the District, by providing appropriate recommendations and supporting data.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Collaboration: Works collaboratively and collegially with members of the Board and with Board committees.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Community Communication-Proactive: Keeps parents and community members informed of key events, programs, staff changes, education issues, emergencies, and any other issues of concern to parents.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Community Communication-Responsive: Responds to communications in a timely, caring, professional manner.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Follow Through: Takes action on parent concerns, suggestion, and expressed needs.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Collaboration: Solicits input and feedback from parents, actively involving them in education process and decision making where possible and appropriate.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
COMMUNITY & BOE RELATIONS OVERALL RATING	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Comments:

4. Personal and Professional Qualities

Expectation: The highest standards of personal integrity, professionalism and leadership.

	Unacceptable Performance		Acceptable Performance	
	1 Does Not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
Personal Integrity: Demonstrates the highest standards of ethics, honesty, and integrity in all dealings with all parties.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Professionalism: Exhibits poise and diplomacy in all professional interactions.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Personal Interaction Skills: Exhibits strong "people skills," including empathy, listening skills, and powers of speech.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Communication Style: Demonstrates facility in balancing modes of communication (emails, formal letters, and face-to-face interactions) to communicate effectively with others.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Work Ethic: Demonstrates strong time commitment and task commitment, going "above and beyond the call of duty."	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Transparency: Hides nothing and owns up to mistakes.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
Commitment to Excellence: Demonstrates the highest degree of commitment to personal excellence, continually striving to develop and improve.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
PERSONAL AND PROFESSIONAL QUALITIES OVERALL RATING	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

Comments:

SUPERINTENDENT EVALUATION SUMMARY

Board Member Name: _____

Date: _____

1. Educational Leadership

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

2. Organization Management

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

3. Community and Board of Education Relations

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

4. Personal and Professional Qualities

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

OVERALL RATING

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations

Submit

For Board Chair Only
SUPERINTENDENT EVALUATION SUMMARY

Superintendent Name: _____

1. Educational Leadership

- | | |
|---|---|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> 4 – Exceeds Expectations |

2. Organization Management

- | | |
|---|---|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> 4 – Exceeds Expectations |

3. Community and Board of Education Relations

- | | |
|---|---|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> 4 – Exceeds Expectations |

4. Personal and Professional Qualities

- | | |
|---|---|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> 4 – Exceeds Expectations |

OVERALL RATING

- | | |
|---|---|
| <input type="checkbox"/> 1 – Does Not Meet Expectations | <input type="checkbox"/> 3 – Meets Expectations |
| <input type="checkbox"/> 2 – Needs Improvement | <input type="checkbox"/> 4 – Exceeds Expectations |

Comments:

Superintendent: Your signature confirms that you have read and discussed this evaluation with the BOE Chair. Your signature does not imply agreement with the evaluation. If you wish to comment, you may do so within 10 school days from the date the evaluation was signed.

Superintendent's Signature

Date

Board of Education Chairman's Signature

Date