

## **Administration**

### **Evaluation of the Superintendent**

The evaluation process for the Superintendent shall be collaborative, goal-oriented, and offer numerous opportunities for focused and targeted feedback from the Woodbridge Board of Education (Board) to the Superintendent regarding job performance. It is the Board's belief that this collaborative and candid approach to evaluation will improve the Board and Superintendent communications and relationships, and most importantly, will enhance the overall success of the Woodbridge School district (District).

While the Board and Superintendent (Leadership Team) have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board's Chief Executive Officer (CEO), Connecticut Education law requires the Superintendent's job performance be evaluated annually. Whether written or oral, the annual evaluation of the District's Chief Executive Officer is one of the most important responsibilities of the Board.

### **Beginning of the Year Evaluation of the Superintendent – July-September**

- Step 1:** In a public meeting, the Board conducts its self-evaluation and goal setting (July).
- Step 2:** The Leadership Team meets to discuss District Goals and Objectives. Any discussion of District Goals including the Board's Operational Goals and the District's Strategic Plan Goals must be held in a public meeting. This structured conversation is intended to serve as a goal/priority setting session for the District's Leadership Team for the upcoming school year (July).
- Step 3:** A meeting should be scheduled by the Board between the Superintendent and the Board. In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.
- Step 4:** In a public meeting, the Board adopts their Board Operational Goals (July/August).
- Step 5:** In Executive Session, the Superintendent shares the final performance goals for the upcoming school year with the Board (August/September).

### **Mid-Year Meeting – December-February**

In a public meeting, the Board informally reviews its own performance in light of previously adopted goals. In Executive Session, it is recommended that the Board provide targeted informal feedback to the Superintendent about the effectiveness of the previously established goals and objectives.

These mid-year sessions provide the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. The level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

## End of the Year Evaluation of the Superintendent – April-June

- Step 1:** The Superintendent and Board chair meet to discuss the Superintendent's evaluation and timeline (April/May).
- Step 2:** The Superintendent shares a self-evaluation with the Board addressing the progress and effectiveness of the performance goals. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format, with the understanding that any such written documentation regarding the Superintendent's job performance should aid the Board in completing a comprehensive and fair evaluation of the Superintendent (May/June).
- Step 3:** The Board conducts evaluation of the Superintendent according to Board policy in Executive Session unless the Superintendent exercises the statutory right to require that such discussion be held in a public meeting. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board members prior to the Executive Session (June).

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~~

~~10-220 Duties of boards of education~~

~~Freedom of Information Act 1-200 to 1-241~~

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform).

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) Inservice training. Professional development Institutes for educators. Cooperating and beginning teacher programs, regulations. Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) State model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revision, to the Education Reform Act of 2012

Policy adopted: ~~December 19, 2022~~

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut



POLICY SERVICES

## Administration

### Evaluation of Administrators

Administrators will be evaluated annually. The District's evaluation of administrators below the rank of superintendent will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

The annual evaluation process shall include, but is not limited to:

- An orientation process
- A goal setting conference at the start of the school year
- A mid-year review
- An end-of-year summative review (including self-assessment and conference)

### Core Requirements for Evaluator and Support Program for Administrator Evaluation

#### 1. Component #1: Multiple Student Learning Indicators

- a. 45% of the administration evaluation will be based on multiple student learning indicators:
  - i. 22.5% on student performance and/or growth on state-administered assessments in core content areas as part of a state-approved accountability system (CMTs, CAPT, Common Core Assessment)
    - Must include Student Performance Index (SPI) progress from year to year and SPI progress for student subgroups
  - ii. 22.5% based on at least two (2) locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed in state-administered testing
    - Must align with Connecticut learning standards or research-based learning standards
    - Must include cohort and extended graduation rates (for high school)
    - Must be relevant to the student population
    - May include student performance or growth assessments not included in state accountability measures
    - May include student progress toward graduation through credit accumulation or passing percentages in core subjects
    - May include student performance or growth on school/classroom assessments in subjects without state assessments
    - District proposed indicators

Note: For schools without tested grades, the entire 45% of an administrator rating based on student learning indicators will be based on locally-determined indicators.

## Administration

### Evaluation of Administrators

#### Core Requirements for Evaluator and Support Program for Administrator Evaluation

(continued)

#### 2. Component #2: Teacher Effectiveness Outcomes

- a. 5% of the administrator evaluation will be based on teacher effectiveness outcome
- b. Acceptable measures
  - i. Improvement in percentage or meeting target percentage of teachers who meet student learning objectives outlined in their performance evaluations
  - ii. Other locally determined measures of student effectiveness

#### 3. Component #3: Observation of Practice and Performance

- a. 40% of the administrator evaluation will be based on practice and performance as evaluated by the Superintendent or his/her designee
- b. Components
  - i. Ratings based on evidence collected regarding leadership practice as described in Connecticut's Common Core of Leading: Connecticut School Leadership Standards
  - ii. The weight of Teaching and Learning Standard must be twice as high as any other standard
  - iii. All other standards must be at least 5% of overall rating evaluation
  - iv. Rating of standards may be different for administrators, but weights must be established by the evaluator in the goal-setting conference at the start of the year
  - v. Ratings must be distinguished among at least four (4) levels of performance
  - vi. Ratings must identify administrator leadership actions related to improving teacher effectiveness, including conducting teacher evaluations
  - vii. Rubric evaluation is not required for central office administrators
  - viii. Evaluator must follow rubric and identify performance rating with written evidence to support the rating for each standard, as well as identify areas of strength and growth
  - ix. Rubrics that are not state-developed must provide evaluator training for the rubric
  - x. Feedback from the Superintendent or designee must be provided at mid-year and end-of-year conferences
  - xi. All evaluators must be trained on the administrator evaluation system, on conducting effective observations, and providing high quality feedback

#### 4. Component #4: Feedback from Stakeholders on Areas of Principal and/or School Practice

- a. 10% of the administrator evaluation will be based on feedback from stakeholders on areas of principal and/or school practice as identified in the Connecticut Leadership Standards (These standards reflect what Connecticut educational leaders are expected to know and be able to do.)
- b. Components
  - i. The district may select a subset of elements and indicators with the purpose of collecting feedback
  - ii. School-based administrator stakeholders must include teachers and parents, and may also include other staff, community and students
  - iii. The instrument used for collecting feedback must be valid and reliable
  - iv. More than half of feedback must be based on an assessment of improvement over time
  - v. May be rated on common targets of improvement or status performance

- vi. Focus groups, interviews, teacher surveys, or other methods may be used to gather feedback as long as these methods are valid and reliable
- vii. If surveys are used to gather feedback, they must include the response rate of input for the rating (to increase accuracy of results)

### **Annual Timetable of the Administrator Evaluation Process**

- A. July           Orientation and context setting
- B. August       Goal-setting and plan development
- C. September through December: Plan implementation and evidence collection
- D. January      Mid-year formative review
- E. April         Self-assessment by individual administrator(s)
- F. May          Preliminary summative assessments (to be finalized in August)
- G. August       Finalized summative assessment

The annual evaluation will be placed in the administrator's permanent personnel file.

### **Flexibility Components**

The State Board of Education on February 6, 2014 adopted flexibilities to the Guidelines for Educator Evaluations. Boards of education may choose to adopt one or more of the evaluation plan flexible components, in mutual agreement with the District's Professional Development and Evaluation Committee pursuant to 10-151 b(b) and 10-220a(b), to enhance implementation. If the District adopts flexibility components as described in the February 6, 2014 SBE document, such flexibility shall be approved by the Board of Education and the plan containing such revisions shall be submitted to the State Department of Education for its review and approval. For the 2014-15 and all subsequent school years; the submission of District evaluation plans for SOE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the BOE.

The flexibility components impact the following, if adopted by the Board of Education:

- 1.     Number of Student Growth Goals
- 2.     Decoupling of state test data in 2024-2025
- 3.     Number of observations



## POLICY SERVICES

*The skills listed below comprise administrative competencies, which shall be a part of the assessment of administrative staff members.*

**Administration****Evaluation of Administrators****Skills to be Assessed**

<b>1. Problem Analysis</b>	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
<b>2. Judgment</b>	Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
<b>3. Organizational Ability</b>	Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
<b>4. Decisiveness</b>	Ability to recognize when a decision is required (disregarding the Quality of the decision) and to act quickly.
<b>5. Leadership</b>	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
<b>6. Sensitivity</b>	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues, knowing what information to communicate and to whom.
<b>7. Stress Tolerance</b>	Ability to perform under pressure and during opposition; ability to think on one's feet.
<b>8. Oral Communication</b>	Ability to make a clear oral presentation of facts and ideas.
<b>9. Written Communication</b>	Ability to express clearly in writing; to write appropriately for different audiences - students, teacher, parents, et al.
<b>10. Range of Interest</b>	Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.
<b>11. Personal Motivation</b>	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
<b>12. Educational Values</b>	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

\*12 Competencies of Effective Leadership as designed by the National Association of Secondary School Principals

### Recommended Evaluation Process and Timeline Flowchart

#### **Beginning of New Evaluation Year Meeting**

***July / September***

Step 1: Board Self-Evaluation and Goal Setting. *(July)*

Step 2: Leadership Team Goal / Priority Setting. *(July)*

Step 3: Meeting between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss performance goals for the year. *(Executive Session)*

Step 4: Board develops their Operational Goals. *(July / August)*

Step 5: Meeting where Superintendent shares final performance goals for the upcoming school year. *(Executive Session)*

#### **Mid-Year Evaluation Meeting**

***December / January***

Step 1: Board informally reviews its performance/discussion regarding previously adopted goals.

Step 2: Targeted informal feedback provided to Superintendent regarding his/her performance. *(Executive Session)*

#### **End of Year Evaluation of the Superintendent**

***May / June***

Step 1: Superintendent and Board of Education Chair meet to discuss Superintendent's evaluation and timeline. *(April / May)*

Step 2: Superintendent shares a self-evaluation with the Board regarding his/her progress and effectiveness of the performance goals. *(May / June)*

Step 3: Board of Education conducts the evaluation of the Superintendent's job performance as per Board of Education policy. *(Executive Session – June)*

**Note: Superintendent's Evaluation is a public document subject to FOIA.**

## **Superintendent's Leadership Performance Areas and Specific Areas of Responsibility**

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills and that these skills combined influence student achievement.

The following framework may help guide the Superintendent's evaluation and development. This framework may be changed to reflect continuing developments that shape the Superintendent's areas of responsibility.

### **I. Educational Leadership**

The Superintendent will demonstrate vision and learning in education quality, with specific efforts and results.

Educational Leadership will include, but not be limited to, the following areas: vision, culture, instructional materials, curriculum, hiring, training, performance, issue management, measurable results, presence, and personal development.

### **II. Organizational Management**

The Superintendent will effectively manage and report all aspects of the District's finances and operations.

Organizational Management will include, but not be limited to, the following areas: budget process, budget development, budget management, contract negotiation, grants & excess cost, expense reporting, day-to-day management, facilities planning, facilities maintenance, school environment safety, and health.

### **III. Community and Board of Education Relations**

The Superintendent will foster an effective relationship with the Board, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationships with the parent community.

Community and Board of Education Relations will include, but not be limited to, the following areas: proactive Board communication, responsive Board communication, policy, commitment to Board priorities, information, and advice, Board collaboration, proactive community communication, responsive community communication, community collaboration, and follow-through.

### **IV. Personal and Professional Qualities**



The Superintendent will maintain the highest standards of personal integrity, professionalism, and leadership.

Personal and Professional Qualities will include, but not be limited to, the following areas: personal integrity, professionalism, personal interaction skills, communication style, work ethic, transparency, and commitment to excellence.

**Board of Education Self-Evaluation**

*Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.*

<b>Vision</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not sure</b>
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
<b>Total Vision</b>						
<b>Community Leadership</b>						
8. The Board communicates and interprets the school district’s vision/mission to the public and listens, and incorporates appropriate community perspectives into						

board actions.

9. The Board works to promote the accomplishments of the district within the district and community at large.

10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.

11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.

12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.

### **Total Community Leadership**

*Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.*

<b>Board Operations</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not sure</b>
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						

18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.

19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.

20. The Board conducts an effective annual self-evaluation.

21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.

22. The Board belongs to, actively supports and participates in professional organizations.

**Total – Board Operations**

<b>Board Ethics</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not sure</b>
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23. The Board establishes a *Code of Ethics* and conducts business in accordance with the code.

24. The Board members maintain confidentiality regarding sensitive communications.

25. The Board members honors board decisions even when the vote is not unanimous,

26. The Board does not let politics interfere with district business.

27. The Board deals with both internal and external conflicts openly, honestly and respectfully.

**Total Board Ethics**

*Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.*

<b>Board Superintendent Team</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Not sure</b>
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28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.
32. The Board follows the chain of command as identified by board policy.

**Total – Board Superintendent Team**

**Grand Total**

**Average**

Please add any additional comments here (comments will be shared with participants):

**Vision:**

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**Community Leadership:**

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### Board Operations:

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## Board Ethics:

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**Board/Superintendent Relations:**

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**General Comments:**

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