

Superintendent Evaluation Procedures

Purpose

The purpose of the superintendent evaluation is to provide the Board of Trustees with a structured process to assess the superintendent's performance, ensure accountability, and support continuous improvement.

Timeline

- **October – November:** Board reviews and adopts superintendent evaluation instrument and performance goals for the year.
- **April 1:** Superintendent submit feedback survey (Monkey Survey): There are two feedback surveys. The superintendent will use these two surveys to complete their self-evaluation: 1. [Director and Principals](#) 2. [Classified and Certified Staff](#)
- **April 15:** Superintendent submits to the Trustees a self-evaluation from the adopted superintendent evaluation instrument and performance goals for the year along with unedited Directors and Principals survey results.
- **May 1:** Each trustee completes the evaluation form individually and submits it to the board chair.
- **May (Regular or Special Meeting):** The board reviews compiled results, discusses performance in executive session, and finalizes the evaluation. In open session, the board will approve the finalized evaluation.

Procedures

1. Evaluation Instrument

- The Board will use an evaluation tool aligned with:
 - Board-adopted superintendent evaluation and performance goals.
 - Professional standards for superintendents (e.g., leadership, instruction, operations, communication).
 - Staff surveys created by the superintendent.
 - Legal and policy requirements (Idaho Code §33-513).

2. Self-Evaluation

- By **mid-April**, the superintendent provides a written self-evaluation addressing progress toward performance goals and performance standards as listed on the evaluation.
- The self-evaluation will be distributed to all trustees prior to their completion of the evaluation along with the Principal and Director Survey results information.

3. Individual Trustee Evaluations

- Each trustee completes the superintendent evaluation form independently by **May 1**.
- Trustees submit completed evaluations directly to the board chair (or designee) for compilation.
- Trustees should not discuss ratings with each other prior to the compiled review to maintain independence.

4. Compilation of Results

- The board chair (or designee) compiles the ratings and comments into a single document that reflects both individual input and the overall board perspective.
- Individual trustee responses will remain confidential and not attributed to specific trustees.

5. Board Review

- During the executive session, the Board reviews the compiled superintendent evaluation in collaboration with the superintendent.
Trustees discuss identified areas of strength, opportunities for growth, and progress toward established goals.
- Based on the evaluation results, the Board will determine whether to:
 - **Approve** the evaluation,
 - **Approve with Improvements**, or
 - **Decline to Extend** the superintendent's contract.
-
- If appropriate, the Board may establish new goals or outline corrective actions for improvement.
- Should the contract be extended, the Board will determine the terms and conditions of the extension. The superintendent may negotiate proposed terms with the Board; however, the Board retains the final authority to approve all terms and conditions.

6. Finalization & Documentation

- Following discussion, the board chair prepares a written summary of the evaluation signed by both the chair and the superintendent.
- The superintendent may write a rebuttal letter which would be attached to the evaluations. The superintendent has five (5) business days to write and submit the letter to Human Resources.
- A copy is provided to the superintendent and a copy placed in their personnel file.
- The evaluation should be completed by the end of **May** each year.

Ongoing Feedback

- The board and superintendent will continue to engage in ongoing, informal feedback throughout the year to support progress and address challenges proactively.

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Evaluation Instrument

The Board will use an evaluation tool aligned with:

Board-adopted superintendent evaluation and performance goals.

Professional standards for superintendents (e.g., leadership, instruction, operations, communication).

Staff surveys created by the superintendent.

Legal and policy requirements (Idaho Code §33-513).

Self-Evaluation

By mid-April, the superintendent provides a written self-evaluation addressing progress toward performance goals and performance standards as listed on the evaluation.

The self-evaluation will be distributed to all trustees prior to their completion of the evaluation along with staff survey results.

Individual Trustee Evaluations

Each trustee completes the superintendent evaluation form independently by May 1.

Trustees submit completed evaluations directly to the board chair (or designee) for compilation.

Trustees should not discuss ratings with each other prior to the compiled review to maintain independence.

Compilation of Results

The board chair (or designee) compiles the ratings and comments into a single document that reflects both individual input and the overall board perspective.

Individual trustee responses will remain confidential and not attributed to specific trustees.

Board Review

In the executive session, the board reviews the compiled evaluation with the superintendent.

Trustees discuss areas of strength, areas for growth, and progress toward goals.

If needed, the board may set new goals or corrective actions.

Based off the evaluation, the board will determine if they are going to rehire the superintendent.

Finalization & Documentation

Following discussion, the board chair prepares a written summary of the evaluation signed by both the chair and the superintendent. A copy is provided to the superintendent and a copy placed in their personnel file.

1. Goal Setting and Achievement

Assists the Board in the formation of district operational priorities and goals for the coming year.

Prepares and submits interim reports to the Board on goal achievements and progress.

Prepares and submits end of the year reports on progress in achievement of goals.

Develops and strives to achieve superintendent goals that include or reflect the Board/District goals.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

2. Board Relations

Keeps the Board informed on issues, needs and operation of the school system.

Develops and provides professional recommendations to the Board in a timely manner on items requiring Board action, based on thorough study and analysis.

Recommends policy or policy revisions consistent with Board intentions.

Interprets, administers and supports the intent of Board policy.

Seeks and accepts constructive criticism of performance.

Promotes a harmonious impartial working relationship with the Board.

Accepts responsibility for maintaining liaison between the Board and personnel, working toward a mutual understanding and respect between the staff and the Board.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

3. Staff and Personnel Relations

Develops staff morale and loyalty to the organization.

Treats all personnel fairly, without favoritism or discrimination, while insisting on a high level of performance of duties.

Delegates authority to staff members appropriate to the position each holds.

Encourages participation of appropriate staff members and groups in program planning and development, as well as resolution of issues and problems.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

4. Student Relations

Strives to provide equal educational opportunities for all students in an atmosphere which values their diversity.
Establishes appropriate standards for student conduct and implements corrective action when necessary.
Provides opportunities for students to meet and discuss the operation of the District.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

5. Community Relations

Gains respect and support of the community on the conduct of the school operation.
Provides the community with various opportunities to meet with the superintendent to discuss problems and opinions on the operation of the District.
Develops friendly and cooperative relationships with news media.
Participates actively in community life and affairs.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

6. Educational Leadership

Keeps current with trends and developments in curriculum and instruction.
Understands and keeps informed regarding all aspects of the instructional program.
Implements the District's philosophy of education.
Promotes the involvement of staff and community in studying and developing curriculum improvements.
Bases instructional program decisions and recommendations on the best interest and needs of students.
Provides democratic procedures in curriculum work, utilizing the abilities and talents of the professional staff and community members.
Evaluates instructional programs in terms of student growth and achievement (student outcomes).
Inspires others to the highest professional standards.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

7. Business and Finance

Keeps informed on the needs of the school program - plant, facilities, equipment and supplies.

Supervises operations, insisting on competent and efficient performance.

Monitors the wise expenditure of all funds with adequate control and accounting procedures. Reports regularly to the Board. Evaluates and forecasts financial needs and makes recommendations for adequate financing.

Recommends budgets that are within projected revenue that reflect the needs of students and represent the desires of the Board, community and staff.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

8. Administration and Management

Develops the planning and process that will provide and maintain the necessary equipment, materials, facilities and grounds to assure a safe and effective environment for students and staff.

Maintains operating procedures which reduce exposure to liable actions by citizens, staff and students.

Adequately informs the Board of financial or management implications involved in collective bargaining/negotiation with District employees.

Maintains an appropriate balance of management team involvement in the operation of the District as well as recommendations to the Board of Trustees.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

9. Staff Selection, Development, and Evaluation

Develops and executes sound personnel procedures and practices that recruit and assign the best available personnel in terms of their competency for the job.

Maintains strong affirmative action practices.

Provides leadership for an effective program of staff evaluation.

Advocates and practices effective evaluation of staff performance, recognizing and giving commendation for good work as well as providing constructive suggestions for improvement of job performance.

Promotes the professional development of staff and improvement of job performance.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

10. Communication Skills

Maintains an effective public information system.

Maintains an effective employee information system.

Uses language effectively when working with staff members, the Board and the public.

Writes clearly and concisely.

Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

11. Personal and Professional Qualities

Maintains high standards of ethics, honesty and integrity in all personal and professional matters.

Devotes time and energy to effectively do the job.

Demonstrates ability to work well with individuals and groups.

Exercises good judgment and democratic processes for arriving at decisions.

Possesses and maintains the health and energy necessary to meet the responsibilities of the position.

Maintains poise and emotional stability in the full range of professional activities.

Is suitably attired and well groomed.

Reacts well when faced with an unexpected or disturbing turn of events.

Maintains professional development through reading, course work, conference attendance, serving on professional committees, visiting other districts, and meeting with other school personnel.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

12. Instructional & Curriculum Leadership

Ensures all curricula are fully aligned with Idaho Content Standards (K–12 scope & sequence).

Innovation pilots include clear goals, data collection, and scale-up criteria.

Collaborates with administrators to deliver targeted, job-embedded PD aligned to curriculum and student needs.

Uses disaggregated assessment data to drive instructional adjustments.

Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Comments:

Performance Goals Evaluation

Performance Goal 1:

Status: ☐ Met ☐ Not Met ☐ In Progress

Evidence:

Comments:

Performance Goal 2:

Status: ☐ Met ☐ Not Met ☐ In Progress

Evidence:

Comments:

Performance Goal 3:

Status: ☐ Met ☐ Not Met ☐ In Progress

Evidence:

Comments:

Overall Rating and Summary

Overall Rating: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Achievements:

Areas of Strength:

Areas in Need of Improvement:

Extending the Superintendent's Contract: Pursuant to Idaho Code § 33-513(2), the Board of Trustees hereby: ☐ Approve ☐
Approve with Improvements ☐ No Extension

Details of Board Decision to Extend or not Extend the Superintendent's Contract:

Superintendent Signature / Date Board Member Signature / Date

Superintendent Feedback Survey-- Principals and Directors

This survey is designed to gather feedback from staff on the superintendent's leadership, communication, and effectiveness in serving the district. Your input is confidential and will be used to support the superintendent's evaluation and professional growth.

Rate is 4 stars--**Distinguished**, 3 stars- **Proficient**, 2 stars- **Basic**, and 1 star-- **Unsatisfactory**

Leadership & Vision

1. The superintendent communicates a clear and compelling vision for the district.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

2. The superintendent demonstrates effective leadership in guiding the district toward its goals.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

Communication & Relationships

3. The superintendent communicates openly and transparently with staff.

1	2	3	4
☆	☆	☆	☆

4. The superintendent listens to and considers staff input when making decisions.

1	2	3	4
☆	☆	☆	☆

5. The superintendent builds positive and collaborative relationships with staff, students, parents, and the community.

1	2	3	4
☆	☆	☆	☆

Management & Operations

6. The superintendent manages district operations efficiently and effectively.

1	2	3	4
☆	☆	☆	☆

7. The superintendent addresses district needs (e.g., staffing, transportation, facilities) in a timely and effective manner.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

Equity & Culture

8. The superintendent provide a clear outline of how to act with TRUST?

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

9. How do you interpret the concept of acting with TRUST in our district?

10. The superintendent promotes a positive, respectful, and inclusive district culture.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

11. The superintendent demonstrates a commitment to equity and ensures all students have access to opportunities for success.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

Overall Performance

12. Overall, the superintendent is effective in their role as the district's leader.

1	2	3	4
<hr/>			
☆	☆	☆	☆
<hr/>			

Open-End Questions

13. What is one area of strength you believe the superintendent demonstrates?

14. What is one recommendation for improvement for the superintendent?

15. Do you have any additional comments or suggestions?

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1. The superintendent communicates a clear and compelling vision for the district.

Mark only one oval.

- ☐ Distinguished
- ☐ Proficient
- ☐ Basic
- ☐ Unsatisfactory

2. The superintendent demonstrates effective leadership in guiding the district toward its goals.

Mark only one oval.

- ☐ Distinguished
- ☐ Proficient
- ☐ Basic
- ☐ Unsatisfactory

3. The superintendent communicates openly and transparently with staff.

Mark only one oval.

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- ☐ Proficient
- ☐ Basic
- ☐ Unsatisfactory

4. The superintendent addresses district needs (e.g., staffing, transportation, facilities) in a timely and effective manner.

Mark only one oval.

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- ☐ Basic
- ☐ Unsatisfactory

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☆	☆	☆	☆

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Rate is 4 stars--**Distinguished**, 3 stars- **Proficient**, 2 stars- **Basic**, and 1 star--**Unsatisfactory**

Leadership & Vision

The superintendent communicates a clear and compelling vision for the district.



The superintendent demonstrates effective leadership in guiding the district toward its goals.



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How do you interpret the concept of acting with TRUST in our district?

Your answer _____

Overall, the superintendent is effective in their role as the district's leader.

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- ☐ Basic
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What is one area of strength you believe the superintendent demonstrates?

Your answer _____

What is one recommendation for improvement for the superintendent?

Your answer _____

Submit

Clear form