River Forest
Public Schools

SUPERINTENDENT EVAUALTION 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 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 annual goals submitted to Board at Retreat	August
- Board provides feedback to Superintendent regarding annual 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 annual goal update to Board	June
- Superintendent complete self-evaluation and submits to Board of Education	June
- Superintendent completes proposed annual 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

PART 1 – PERFORMANCE GOALS from Superintendent Performance Contract

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 – CHECKLIST – ASSESSEMENT 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   Promote understanding and celebrating school/community cultures.

0 1 2 3 4   1.4   Promote and support a school based climate of tolerance, belonging and civility.

0 1 2 3 4   1.5   Develop, implement, promote and monitor continuous improvement process.

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   Scan environment to create a data-based framework for policy development.

0 1 2 3 4   2.4   Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals.

0 1 2 3 4   2.5   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 and media.

0 1 2 3 4   3.2   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   3.3   Promote involvement of all stakeholders to fully participate in the process of schooling.

0 1 2 3 4   3.4   Demonstrate mediation and conflict resolution skills.

0 1 2 3 4   3.5   Establish effective school/community relations, school/business partnerships and public service.

0 1 2 3 4   3.6   Oversee implementation of 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   Acquire, allocate and manage all resources to ensure successful student learning.

0 1 2 3 4   4.3   Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.

0 1 2 3 4   4.4   Articulate budget complexities to public in respectful, understandable manner.

0 1 2 3 4   4.5   Develop and monitor long range plans for school and district technology, information systems and instruction.

0 1 2 3 4   4.6   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   4.7   Establish safety and security procedures and practices for dealing with emergencies such as weather, threats to school, student violence and trauma.

Comments:

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 systems based on content and assessment standards and best practices.

0 1 2 3 4   5.2   Use child development and learning theories to inform curriculum and instructional decisions.

0 1 2 3 4   5.3   Assess student progress using a variety of appropriate techniques.

0 1 2 3 4   5.4   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 practices.

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 staff learning.

0 1 2 3 4   6.2   Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners.

0 1 2 3 4   6.3   Establish instructional strategies that include cultural diversity and differences in learning styles.

0 1 2 3 4   6.4   Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using relevant research and assessments to improve the learning process.

0 1 2 3 4   6.5   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 to organize, facilitate and evaluate effective professional development.

0 1 2 3 4   7.2   Demonstrate use of system and staff evaluation data for personnel policies, decision making, employee 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 policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.

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   Model accepted moral and ethical standards in all interactions and demonstrate personal integrity.

0 1 2 3 4   8.3   Explore and develop ways to find common ground in dealing with difficult and divisive issues.

0 1 2 3 4   8.4   Promote the value that moral 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   Identify contract language issues and propose modifications

0 1 2 3 4   9.2   Support in the collective bargaining processes as determined by the board.

0 1 2 3 4   9.3   Establish productive relationships with bargaining groups while managing contracts effectively.

Comments: