

Lyme-Old Lyme Evaluation Process and Timeline Flowchart

Adapted from *Success Strategies for Leadership Team Evaluation: Board of Education and Superintendent of Schools* by CABE, CAPSS, and LEAD CT.

Beginning of New Evaluation Year Meeting

August/September

- Step 1: At the August meeting, the Board will review their self-evaluation and will provide guidance to the Superintendent on the district goals and objectives for the upcoming school year. At this meeting the Board may move to executive session to discuss individual performance expectations with the superintendent.
- Step 2: The administrative team will develop formal district goals based on the guidance received from the Board at the August meeting.
- Step 3: At the September meeting the Superintendent will present the formal district goals to the Board for their review and approval.

Mid-Year Evaluation Meeting

January (Conducted in executive session)

- Step 1: The Superintendent leads the Board through an informal leadership team discussion regarding progress on goals and objectives.
- Step 3: The Board provides targeted informal feedback to the Superintendent regarding his/her performance.

End of Year Evaluation of the Superintendent

May/June

- Step 1: At the May Board meeting in executive session,
 - the Superintendent presents a “year in review” self-assessment to Board of Education regarding his/her performance and the district progress toward the established goals.
 - the Board receives evaluation resources for the discussion of the Superintendent’s evaluation.
 - using the Superintendent’s self-evaluation and the evaluation resources, the Board discusses his/her evaluation.
- Step 2: The Human Resources committee meets in May in executive session to formalize the draft evaluation of the superintendent and review it with him/her.
- Step 3: The Superintendent’s formal evaluation is completed and presented to the Superintendent of Schools by the Board in executive session at the June Board meeting.
- Step 4: In open session at the June Board meeting, the Board votes on the renewal of the Superintendent’s contract.

NOTE: The Superintendent’s evaluation is a public document subject to FOIA.

Superintendent Evaluation

Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent which the school system has met the established system goals for student achievement.

Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the Board of Education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education.
- Reports regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day-to-day operations of the district.
- Assists the Board of Education in developing policies and establishes regulations to implement the policies.

Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and, in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

Board of Education Relations

Definition: A strong relationship with the Board of Education is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board of Education and, in turn, respect Board of Education members.

- Builds trusting, collaborative and respectful relationships with Board of Education members.
- Provides professional advice and keeps the Board of Education informed and updated on educational issues and the needs and operations of the school system.
- Keeps Board of Education members informed about significant operational issues in a timely manner.

Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.

- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.
- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.

Additionally, the superintendent:

- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Politically savvy and respectful engagement across all stakeholder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.