

ASSISTANT SUPERINTENDENT PERFORMANCE EVALUATION FORM

<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Professionalism Assistant Superintendent models professional decision-making processes and ethical standards consistent with the values of Pennsylvania's public education system as well as that of the local community. Assistant Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.</p>				
<u>Key Performance Indicators</u>				
Demonstrates recognition and understanding of public education's role in promoting civic responsibility				
Performs all duties in a manner consistent with the values and expectations of the board, the superintendent and community at large				
Supports a standards-based approach to governance, leadership, and instruction throughout the district				
Encourages an inclusive and respectful environment that aligns with the organization's execution of the district's vision, mission and strategic goals				
Demonstrates ethical and personal integrity consistent with expectations associated with the role of assistant superintendent				
Maintains the confidence and trust of school professionals and the community				
Continuously monitors effectiveness within the role of the assistant superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection				

How would you classify the assistant superintendent's overall performance in the area of Professionalism?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Communication and Community Relations</p> <p>Assistant Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.</p>				
<u>Key Performance Indicators</u>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to Communication and Community Relations				
Has worked successfully with the board to build support in the community for the district's visions, mission and both long and short-term priorities				
Handles media resources skillfully, and regularly demonstrates sound judgment when communicating with the public				
Maximizes utilization of multiple methods for delivering accurate, timely and reliable information to the Board and community				
Has been able to successfully build school/community partnerships that benefit students and staff				
Communicate effectively with the board and coordinates the flow of information from administrators to board committees in a manner consistent with Board Operating Guidelines				

How would you classify the assistant superintendent's overall performance in the area of Communication and Community Relations?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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Summative Assessment

Based on your perceptions of the assistant superintendent's performance noted above:

What are the assistant superintendent's major strengths?

1. _____
2. _____
3. _____

In what areas do you see an opportunity for growth?

1. _____
2. _____
3. _____

What resources should be made available in order to support improvement strategies, or what steps should the assistant superintendent take in order to improve performance in areas identified for improvement?

1. _____
2. _____
3. _____

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Annual Goals

This form provides the assistant superintendent with an opportunity to update the Board and Superintendent on the status of annual performance goals. Annual performance goals should be mutually determined at the beginning of the evaluation cycle by the board/superintendent team. Annual performance goals may support personal professional development for the assistant superintendent, or may be derived from the long and short term priorities and needs within the district.

Status of Annual Goals for School Year _____

Goal

Status/Results

How would you rate the assistant superintendent's performance in achieving desired annual goals for the district?

Distinguished	Proficient	Needs Improvement	Failing
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