

# Superintendent Performance Evaluation Form

MTSD Superintendent: Dr. Ian Roberts

Progress Reviewed by: MTSD Board of Directors      School Year: 2021-2022

***Area I: Position Standards***

This section measures performance in six major areas of responsibility for the position of superintendent. Evaluation in each of the six areas will be on a scale of 1-5. A rating of two or below in any of the six categories automatically places the individual on an improvement plan that should be consistently monitored, and a formal evaluation of progress is required on the next cycle of evaluation review. *The board may place the incumbent on an improvement plan upon a rating of three or below in any of the six categories.*

***Area II: General Skills, Attitudes and Organizational Relationships***

Using the current position description, and three broad areas of professional qualities, the superintendent’s evaluation in each of the six areas will be on a scale of 1-5. A rating of two or below in any of the six categories automatically places the individual on an improvement plan that should be monitored consistently, and a formal evaluation of progress is required on the next cycle of evaluation review. *The board may place the incumbent on an improvement plan upon a rating of three or below in any of the six categories.*

***Area III: Annual Goals***

The superintendent will be evaluated on a scale of 1-30 in this section. Space is provided in this evaluation for identifying annual goals for the superintendent. These goals should be developed by the board with superintendent input to reflect needs of the district according to the district’s strategic plan, other district wide priorities, and the superintendent’s own professional goals. The superintendent should be evaluated in this area according to approximately five annual goals. The score for Section 3 is a 6-point scale (6 is the highest, 1 is the lowest).

***Scoring***

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

## ***Area 1: Position Standards***

*\*These are major aspects of the job of school superintendent as identified by American Association of School Administrators and clarified by John R. Hoyle in "The Superintendent as CEO: Standards-Based Performance."*

### ***1. Policy and Governance***

Performance expectations related to policy, governance, and political dimensions of the job.

### ***2. Planning and Assessment***

Performance expectations related to program evaluation, personnel evaluation, improvement plans, and student learning.

### ***3. Instructional Leadership***

Performance expectations related to vision, motivation, support of district mission, district goals, strategic planning, leadership of the superintendent, and professional development of staff.

### ***4. Organizational Management***

Performance expectations related to the daily operations and functions of the district, as well as superintendent expertise in labor relations-related activities.

### ***5. Communications, Board Relations and Community Relations***

Performance expectations related to effective internal and external communications and overall business relationship with board and community members.

### ***6. Professionalism***

Performance expectations related to professional ethics including individual morality and appropriate value systems, and growth of the superintendent.

#### **Performance Indicators:**

*Note:* Under each standard, you will see individual performance indicators. The performance indicators are not to be assessed individually but are listed to assist in determining an *overall* assessment of performance related to the position standard under review.

*\* PSBA has modified "Communications and Community" from AASA's original six performance domains to "Communications, Board Relations, and Community Relations"*

# Standard 1: Policy and Governance

*Performance expectations related to policy, governance, and political dimensions of the job.*

Superintendent works effectively with the board to monitor and create internal and external district policy, and demonstrates appropriate school governance to all staff, students, and the community.

## ***The Superintendent...***

- Clearly understands board/superintendent relationship.
- Understands all roles and responsibilities.
- Effectively works with the board to monitor/develop district policy.
- Understands board policies and applicable local, state, and federal laws and regulations.
- Administers and supports district policies throughout the district.

## ***Scoring***

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

## ***Comments***

Click or tap here to enter text.

## Standard 2: Planning and Assessment

*Performance expectations related to program evaluation, personnel evaluation, improvement plans, and student learning.*

Superintendent is able to demonstrate a comprehensive knowledge and understanding of a variety of evaluation instruments for the purposes of determining student achievement, program effectiveness, and district attainment of annual and long-term goals.

### *The Superintendent...*

- Demonstrates short- and long-range management systems objectives that are based upon district goals, as well as local and state educational expectations (curriculum standards).
- Measure's student progress by using a variety of contemporary assessment techniques.
- Seeks to partner with staff to ensure that curriculum is in alignment with district goals, as well as local and state educational expectations.
- Utilizes or encourages the use of appropriate staff evaluation procedures, measuring for formative and summative purposes.
- Organizes and controls work responsibilities and anticipates district needs.
- Uses time appropriately and establishes priorities.

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.

## Standard 3: Instructional Leadership

*Performance expectations related to vision, motivation, support of district mission, district goals, strategic planning, leadership of the superintendent, and professional development of staff*

Superintendent demonstrates leadership in working collaboratively with the board to develop a vision for the district; displays an ability to identify and rectify problems affecting the district; works collaboratively with district administration to ensure best practices for instruction and management are being utilized; and works to influence the climate and culture of the district.

### *The Superintendent...*

- Has worked with the board to develop a vision statement for the district.
- Demonstrates an ability to assist and motivate others in achieving personal, professional, and district goals.
- Is skilled in identifying, framing, analyzing, and resolving problems that affect staff and the district.
- Encourages staff to participate in appropriate professional development opportunities that serve to promote academic excellence within the district.

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.

## Standard 4: Organizational Management

*Performance expectations related to the daily operations and functions of the district, as well as superintendent expertise in labor relations-related activities.*

Superintendent can manage effectively utilizing a thorough understanding of budget and finance, allocation of district resources, human resources management, and systems management.

### *The Superintendent...*

- Develops and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- Appropriately manages utilizing recognized strategies and techniques for defining roles, assigning functions, delegating effectively, and determining accountability.
- Understands and can demonstrate appropriate knowledge regarding district budgeting and finance.
- Incorporates best practices for human resource management.
- Effectively administers all aspects of the collective bargaining agreement(s) in the district, and institutes sound employee relations programs to improve relationships between and among all staff members.

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.

## Standard 5: Communications, Board Relations and Community Relations

*Performance expectations related to effective internal and external communications and overall business relationship with board and community members.*

Superintendent is able to communicate effectively both internally with staff and the board as well as with the community in order to articulate district goals and priorities, address local and broader issues affecting the district, and build support for district initiatives, programs, and short and long-range plans

### *The Superintendent...*

- Has worked successfully with the board to build support in the community for the district's vision, mission, and both short and long-term priorities.
- Handles media relations skillfully, and regularly demonstrates sound judgment when communicating with the public.
- Demonstrates an ability to write and speak articulately in a manner that is consistent with the district's educational standards.
- Has been able to successfully build school-community partnerships that benefit students and staff.
- Communicates effectively with the board and encourages the free flow of information from administrators to board committees in a manner that is consistent with board policy.
- Presents programs of substance to community groups on various aspects of district programs.

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.

## Standard 6: Professionalism

*Performance expectations related to professional ethics including individual morality and appropriate value systems, and growth of the superintendent.*

Superintendent models professional decision-making processes and ethical standards that are consistent with the values of Pennsylvania's public education system as well that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role and works to improve effectiveness using professional development literature and activities.

### *The Superintendent...*

- Recognizes public education's role in promoting civic responsibility.
- Performs all duties in a manner that is consistent with the values and expectations of the community at large.
- Works to adequately address distinct cultural and multiethnic needs of community members.
- Demonstrates ethical and personal integrity.
- Maintains the confidence and trust of the school community.

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.



## ***Area II: General Skills, Attitudes & Organizational Relationships***

This section describes the personal and leadership qualities essential for successful participation in the management of the school district. The section is intended to help clarify board expectations for the superintendent and to promote discussion. It is suggested that the board talk with the superintendent about what each of the following means, as well as how the superintendent can meet expectations in each area. The board may provide a written response for each section. ***Bulleted items under the categories are indicators of overall performance only and should not be scored individually. Area II is scored utilizing a 1 through 5 rating. 5 is the highest rating, 1 is the lowest rating.***

### **1. Work Attitude and Initiative**

- ◆ Promotes honest, effective cooperation
- ◆ Understands and respects work of others
- ◆ Works to achieve team goals
- ◆ Demonstrates loyalty
- ◆ Values personal growth of self and others
- ◆ Maintains positive and respectful attitude
- ◆ Self-motivated
- ◆ Contributes ideas and initiative
- ◆ Demonstrates high degree of involvement
- ◆ Exercises prudent independent judgment

#### ***Scoring***

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

#### ***Comments***

Click or tap here to enter text.

## 2. Dependability and Productivity

- ◆ Punctual and efficient
- ◆ Conscientious and reliable
- ◆ Strives for continuous job improvement
- ◆ Fulfills requests on timely basis
- ◆ Achieves desired quantity of work
- ◆ Produces quality work (neat, clear, error-free, business like)

### *Scoring*

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

### *Comments*

Click or tap here to enter text.

### **3. Professional Qualities**

- ◆ Writes clearly and communicates effectively with individuals and groups
- ◆ Encourages board and administrative team to participate in professional development opportunities
- ◆ Continues professional development through coursework and conference attendance
- ◆ Participates on professional committees
- ◆ Visits other districts to explore new concepts

#### ***Scoring***

- 5 – Consistently exceeds expected level of performance
- 4 – Occasionally exceeds expected level of performance
- 3 – Meets expected level of performance
- 2 – Occasionally fails to meet expected level of performance
- 1 – Consistently fails to meet expected level of performance

#### ***Comments***

Click or tap here to enter text.

4. How effectively are the duties and responsibilities identified on the position description being completed to address the needs of the school district? (Possible 5 points)

**Scoring**

- 5
- 4
- 3
- 2
- 1

**Comments**

Click or tap here to enter text.

5. How effectively did the completion of the position responsibilities use human, financial, and physical resources? (Possible 5 points)

**Scoring**

- 5
- 4
- 3
- 2
- 1

**Comments**

Click or tap here to enter text.

6. How well did the superintendent work to involve staff in decision-making processes while maintaining responsibility for final decisions; exhibiting honesty and fairness in dealing with others; maintaining good staff morale; and being visible and accessible to all staff? (Possible 5 points)

**Scoring**

- 5
- 4
- 3
- 2
- 1

**Comments**

Click or tap here to enter text.

7. What external or system constraints existed that may have affected the completion, non-completion or quality of the position responsibility performed by the incumbent? *(This question has no point value and is used only as a clarification as to why job responsibilities were affected.)*

**Comments**

Click or tap here to enter text.

## Area III: Annual Performance Goals

This section evaluates the attainment of district and performance goals that are to be determined at the beginning of the current evaluation cycle. The section provides an opportunity for discussion about the specific and current needs of the district and allows for the formulation of a set of up to five goals intended to address those needs. These goals should be developed with input from the superintendent and approved by the board of directors. Annual performance goals for the superintendent should be determined at the beginning of each year's evaluation cycle and should be based primarily on the district's strategic plan, other district wide priorities, and the superintendent's own professional goals.

Space is provided on this form to outline the annual goals for the superintendent, including an area for identifying indicators or measures of success. It is extremely important that the board and superintendent discuss the expectations of the board each year related to the annual goals to ensure clarity and attainment.

Annual goals in this section will represent a total value of thirty possible points that are divided among the number of annual goals determined by your district: e.g., five goals would be scored at a possible six points each, and three goals would be scored at a possible ten points each.

<b>Scale:</b>	30 - 27	Exceeded expected level of goal(s)
	26 - 22	Met expected level of goal(s)
	21 - 16	Did not meet expected level of goal(s)
	15 - 1	Unsatisfactory

### Criteria Questions:

1. Were the annual goals determined by the board and district at the beginning of the evaluation cycle completed to the satisfaction of the board?
2. Were tasks associated with goals for this evaluation cycle completed to the satisfaction of the board?
3. Did the superintendent's efforts to achieve the annual goals for this evaluation period meet the needs of the organization?
4. Were human, financial, and physical resources appropriately utilized?
5. What external or system constraints existed that may have affected the completion, non-completion or quality of the goals determined as priorities for this evaluation cycle?

**Annual Performance Goals**  
*Score for Section 3 is a 6-point scale.*  
*(6 is the highest, 1 is the lowest)*

***Annual Goal #1:***

Establish and prioritize the safety and socio-emotional wellbeing of 100% of students and 100% of adults by erecting robust safety practices, protocols, and guidelines in accordance with credible public health officials.

***Scoring***

- 6
- 5
- 4
- 3
- 2
- 1

***Comments***

Click or tap here to enter text.

**Annual Performance Goals**  
*Score for Section 3 is a 6-point scale.*  
*(6 is the highest, 1 is the lowest)*

***Annual Goal #2:***

To improve the instructional leadership competencies of 100% of principals and assistant principals in the district.

***Scoring***

- 6
- 5
- 4
- 3
- 2
- 1

***Comments***

Click or tap here to enter text.



**Annual Performance Goals**  
*Score for Section 3 is a 6-point scale.*  
*(6 is the highest, 1 is the lowest)*

***Annual Goal #3:***

Building capacity in the teachers, non-instructional staff, and teammates at the MEC to improve their efficiencies and achieve daily operational excellence.

***Scoring***

- 6
- 5
- 4
- 3
- 2
- 1

***Comments***

Click or tap here to enter text.

**Annual Performance Goals**  
*Score for Section 3 is a 6-point scale.*  
*(6 is the highest, 1 is the lowest)*

***Annual Goal #4:***

Significant improvement in the academic and behavioral outcomes of students in grades K-12 through proficiency and/or growth.

***Scoring***

- 6
- 5
- 4
- 3
- 2
- 1

***Comments***

Click or tap here to enter text.

**Annual Performance Goals**  
*Score for Section 3 is a 6-point scale.*  
*(6 is the highest, 1 is the lowest)*

***Annual Goal #5:***

Establish and/or improve the Millcreek Township School District's culture and morale amongst 100% of our teammates and internal stakeholders.

***Scoring***

- 6
- 5
- 4
- 3
- 2
- 1

***Comments***

Click or tap here to enter text.

# Annual Performance Goal

<h2>Superintendent Performance Evaluation Summary</h2>
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*AREA #1 Subtotal* *Score* \_\_\_\_\_ *of 30*

*AREA #2 Subtotal* *Score* \_\_\_\_\_ *of 30*

*AREA #3 Subtotal* *Score* \_\_\_\_\_ *of 30*

**TOTAL EVALUATION SCORE**

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**Overall Performance**

**Score**

Exceeds expected performance	81-90
Meets expected performance	54-80
Does not meet expected performance	37-53
Unsatisfactory	Less than 36

The results of the evaluation noted in this document have been reviewed with the employee on \_\_\_\_\_.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Board Representative

(The superintendent and board representative signatures indicate only that the evaluation occurred. It does not necessary indicate that the superintendent agrees with the evaluation.) I authorize this evaluation be placed in employee's personnel file:

\_\_\_\_\_  
Signature of Superintendent