Evaluation of the Superintendent

The evaluation process for the Superintendent shall be collaborative, goal-oriented, and offer numerous opportunities for focused and targeted feedback from the Bethany Board of Education (Board) to the Superintendent regarding job performance. It is the Board's belief that this collaborative and candid approach to evaluation will improve Board and Superintendent communications and relationships, and most importantly, will enhance the overall success of the Bethany Public School District (District).

While the Board and Superintendent (Leadership Team) have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board's Chief Executive Officer (CEO), Connecticut Education Law requires the Superintendent's job performance is evaluated annually. Whether written or oral, the annual evaluation of the District's Chief Executive Officer is one of the most important responsibilities of the Board.

Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board as needed.

Beginning of the Year Evaluation of the Superintendent– July-November

Step 1: In a public meeting, the Board may conduct its self-evaluation and goal setting.

Step 2: The Leadership Team meets to discuss District goals and objectives. Any discussion of District goals including the Board's Operational Goals and the District's Strategic Plan Goals must be held in a public meeting. This structured conversation is intended to serve as a goal/priority setting session for the District's Leadership Team for the upcoming school year.

Step 3: A meeting should be scheduled by the Board between the Superintendent and the Board, according to Board policy and Superintendent's contract in Executive Session, unless the Superintendent exercises the statutory right to require that such discussion is held in a public meeting. The purpose of this meeting is to share and discuss the Board's draft evaluation of the Superintendent's performance and serves as a final opportunity for candid discussion between the Board and the Superintendent prior to the completion of a formal performance evaluation.

Step 4: In Executive Session, the Board has an opportunity to discuss the Superintendent's performance goals for the upcoming school year with the Superintendent. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance review.

Step 5: The Superintendent's formal performance evaluation is completed and presented either verbally or in writing to the Superintendent by a representative(s) of the Board. It is important to note that if the Board's performance evaluation of the Superintendent is in writing, it is a public document and subject to the Freedom of Information Act. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Step 6: In a public meeting, the Board adopts their Board Operational Goals.

Step 7: In Executive Session, the Superintendent shares the final performance goals for the upcoming school year with the Board.

Mid-Year Meeting – December-February

Step 1: In a public meeting, the Board may informally review its own performance in light of previously adopted goals.

Step 2: In Executive Session, it is recommended that the Board provide targeted informal feedback to the Superintendent about the effectiveness of the previously established goals and objectives.

These mid-year sessions provide the Leadership Team with an opportunity to identify and strategize new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

End of the Year Evaluation of the Superintendent – March-June

Step 1: The Superintendent and Board Chair meet to discuss the Superintendent's evaluation and timeline.

Step 2: The Superintendent shares a self-evaluation with the Board addressing the progress and effectiveness of the performance goals. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format, with the understanding that any such written documentation regarding the Superintendent's job performance should aid the Board in completing a comprehensive and fair evaluation of the Superintendent.

Step 3: The Board conducts the evaluation of the Superintendent according to Board policy in Executive Session unless the Superintendent exercises the statutory right to require that such discussion be held in a public meeting. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board members prior to the Executive Session.

Legal Reference: Connecticut General Statutes § 10-157(a)
Connecticut General Statutes § 10-220
Freedom of Information Act §§ 1-200 to 1-241

Policy adopted: May 10, 2017
Policy reviewed: October 1, 2018
Policy revised: December 16, 2021
Policy revised: October 8, 2025

Source: CABE/CAPSS/BPSD

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills and that these skills, combined influence student achievement.

The following framework may help guide the Superintendent's evaluation and development. This framework may be changed to reflect continuing developments that shape the Superintendent's areas of responsibility.

I. Educational Leadership

The Superintendent will demonstrate vision and learning in education quality, with specific efforts and results.

Educational Leadership will include, but not be limited to, the following areas: vision, culture, instructional materials, curriculum, hiring, training, performance, issue management, measurable results, presence, and personal development.

II. Organizational Management

The Superintendent will effectively manage and report all aspects of the District's finances and operations.

Organizational Management will include, but not be limited to, the following areas: budget process, budget development, budget management, contract negotiation, grants & excess cost, expense reporting, day-to-day management, facilities planning, facilities maintenance, school environment safety, and health.

III. Community and Board of Education Relations

The Superintendent will foster an effective relationship with the Board, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationships with the parent community.

Community and Board of Education Relations will include, but not be limited to, the following areas: proactive Board communication, responsive Board communication, policy, commitment to Board priorities, information, and advice, Board collaboration, proactive community communication, responsive community communication, community collaboration, and follow-through.

IV. Personal and Professional Qualities

The Superintendent will maintain the highest standards of personal integrity, professionalism, and leadership.

Personal and Professional Qualities will include, but not be limited to, the following areas: personal integrity, professionalism, personal interaction skills, communication style, work ethic, transparency, and commitment to excellence.