

EVALUATION OF ADMINISTRATION AND ADMINISTRATORSEVALUATION OF THE SUPERINTENDENT**Purpose of the Evaluation**

Section 10-157 of the Connecticut General Statutes requires that the Board of Education evaluate its Superintendent's performance at least once per year, in accordance with mutually agreed upon guidelines and criteria.

The Board believes that a good working relationship between the Board and the Superintendent is essential to the successful operation of the school district. The evaluation process is intended to serve the best interests of both the Superintendent and the Board, and ultimately the schools, in accomplishing the following:

1. Establish and maintain a good working relationship between the Board and the Superintendent.
2. Clarify for the superintendent his role in the school system as seen by the Board.
3. Clarify for Board members the role of the Superintendent in light of his job description.
4. Improve the Superintendent's performance by suggesting areas of responsibility and operating techniques that may be strengthened.
5. Give encouragement and commendation for work well done.
6. Record evidence of performance and improvement.
7. Offer a guide for the Superintendent's self-appraisal of characteristics and skills.
8. Provide an opportunity for the Board and the Superintendent to confer formally at periodic intervals about factors affecting the Superintendent's performance.
9. Offer a procedure for comprehensive and dispassionate appraisal in a setting other than during times of crisis.
10. Establish reasonable standards for continued employment.
11. Provide assistance in the development of the Superintendent's performance objectives and priorities for the coming year.
12. Assist the Board in arranging for the Superintendent's salary and contract.

ADMINISTRATION - EVALUATION OF ADMINISTRATION AND ADMINISTRATORSEVALUATION OF THE SUPERINTENDENT (Continued...)**The Evaluation**

The Board will follow and employ the CABE/CAPSS 2007 document entitled “Success Strategies for Leadership Team Evaluation” as a guide for the Superintendent’s evaluation to the extent it deems appropriate, including the Superintendent’s Performance Evaluation Worksheets. The Board believes that the Superintendent’s evaluation must be carried out in the context of the Superintendent’s annual goals and the district-wide planning process and also associated with a Board self-evaluation. The Board specifies that the evaluation will be performed on an annual basis following this timetable:

1. June/July
 - a. Board evaluates self
 - b. Board defines its goals for coming year
 - c. Board reviews Superintendent’s goals
2. January/February
 - a. Informal progress review of Superintendent’s performance
 - b. Board reviews Superintendent’s progress toward goals
3. May/June
 - a. Board evaluates Superintendent

The evaluation will be conducted by the full Board and will be facilitated by the Board Chair. Evaluation sessions will be conducted in Executive Session, to the extent consistent with laws governing Board meetings.

The evaluation will result in a written narrative developed by the Board Chair in conjunction with the full Board. This document will be shared and discussed with the Superintendent prior to the formal evaluation session.

Evaluation Summary

The specific format and content of the narrative will be determined by the Board and, as deemed appropriate by the Board of Education, follow the CABE/CAPSS 2007 format.

ADMINISTRATION - EVALUATION OF ADMINISTRATION AND ADMINISTRATORSEVALUATION OF THE SUPERINTENDENT (Continued...)**Evaluation Summary (continued...)**

The evaluation will be associated with the Superintendent's summary of progress toward his or her annual goals. The evaluation will also address the following broad categories established through the CAFE/CAPSS 2007 guidelines:

1. Educational Leadership
2. Organizational Management
3. Community and Board of Education Relations
4. Personal and Professional Qualities and Relationships

EVALUATION OF ADMINISTRATORS

Administrators will be evaluated annually by the Superintendent or his designee. The annual evaluation will consist of one of the three parts:

1. Development, implementation and evaluation of annual performance objectives,
2. Professional growth,
3. Appraisal of fulfillment of responsibilities contained within each applicable job description.

The time line will be similar to that of the Superintendent and represent the following activities:

1. June/July – Meeting to establish and discuss goals and annual performance objectives with the supervisor.
2. January/February – Meeting to discuss progress on goals and objectives and professional development activities.
3. May/June – Meeting to discuss both the administrator's self evaluation and the supervisor's evaluation in regard to the goals and annual performance objectives and job description responsibilities.

This is the minimal number of meetings to follow the time line and additional meetings may be scheduled as necessary.

ADMINISTRATION - EVALUATION OF ADMINISTRATION AND ADMINISTRATORS

EVALUATION OF ADMINISTRATORS (continued...)

An annual written evaluation will be completed by the Superintendent (or designee) that will be signed by both parties and placed in the administrator's permanent personnel file.

Legal Reference: Connecticut General Statutes

10-151a Access of teacher to supervisory records and reports in personnel file

10-152b Evaluation by superintendents of certain educational personnel.

(amended by PA 04-137, An Act Concerning Teacher Evaluations)

10-151c Records of teacher performance and evaluation not public records

10-220a(b) Inservice training. Professional development. Institutes for educators.

Cooperating and beginning teacher programs, regulations.

Addendum 1

Superintendent’s Performance Evaluation Worksheets

Note: These worksheets are intended to guide the Board of Education’s discussion regarding the Superintendent’s job performance. The meeting and discussion should be conducted in executive session.

I. Educational Leadership

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Educational Leadership?

Supplemental Questions:

Does the Superintendent serve as the Board of Education’s educational leader and chief executive?

Does the Superintendent work with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff?

Does the Superintendent promote a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belong to, actively support and participate in professional organizations (e.g., CAPSS, AASA, CAFE, NSBA) and encourage his/her Board of Education to do so?

Does the Superintendent use best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students?

Board of Education Consensus Summary:

Addendum 1

II. Organizational Management

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Organizational Management?

Supplemental Questions:

Does the Superintendent oversee the organization and management of the district’s day-to-day operations?

Does the Superintendent prepare, advocate for and implement an annual budget that addresses district goals and meets the needs of all students; report regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues?

Does the Superintendent, consistent with Board of Education policy, recruit, hire and retain personnel for the school district who show potential to best meet the needs of all students? Does the Superintendent provide a system of support, supervision and consistent evaluation to ensure that certified and classified staff that remain are effective?

Does the Superintendent implement policies adopted by the Board of Education and recommend changes, if appropriate; develop, implement and inform the Board of Education of administrative procedures necessary to implement Board of Education policy?

Board of Education Consensus Summary:

Addendum 1

III. Community and Board of Education Relations

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Community and Board of Education Relations?

Supplemental Questions:

Does the Superintendent provide professional advice and keep the Board of Education informed and updated on educational issues and needs and operations of the school system by providing appropriate recommendations and supporting data?

Does the Superintendent respond to communications from staff and community, as appropriate, and ensure the adherence and appropriate response through the chain of command? Does the Superintendent keep Board of Education members informed about significant operational issues in a timely manner?

Does the Superintendent serve as a key member of the leadership team and work effectively with local, state and federal levels of government?

Does the Superintendent work in a professional manner with the Board of Education, community members and the media?

Board of Education Consensus Summary:

Addendum 1

II. Organizational Management

Essential Question: Does the Superintendent of Schools consistently meet or exceed the mutually established performance goals in the area of Personal Qualities and Relationships?

Supplemental Questions:

Does the Superintendent maintain high standards of ethics, honesty and integrity in all professional matters?

Does the Superintendent demonstrate the ability to interact with individuals and groups both within and outside the school district to accomplish the goals of the district?

Does the Superintendent maintain poise and exhibit diplomacy in the full range of his/her professional activities?

Is the Superintendent a strong advocate for public education and demonstrate the courage to support his/her convictions?

Board of Education Consensus Summary:
