

Administration

Evaluation of the Superintendent

A. SUPERINTENDENT PERFORMANCE EVALUATION OVERVIEW

Underlying Principles:

Even accomplished leaders are continuous learners. They are relentless in their quest to find the right combination of management, communication with and motivation of others, vision, and leadership that ensures all students will excel. The Rubrics provide the Superintendent and the Board with the opportunity to reflect upon the performance patterns relative to the Orange Public Schools' strategic plan and the Standards for School Leaders. The rubrics are designed to provide the Board and the Superintendent with a profile of strengths and areas for growth relative to Orange's expectations for exceptional leadership. Through regular and annual reflection on six defined areas of leadership, we can more efficiently and thoroughly evaluate and increase our impact on student achievement.

Based on the Rubrics, there are four ratings:

- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Does Not Meet Expectations

Having four ratings allows the Superintendent and Board to clearly distinguish between effective and ineffective leadership practices. “Meets Expectations” is the expected standard for Orange; however, the Superintendent should strive for attaining “Exceeds Expectations,” which represents the ideal -- a reachable, but truly exceptional goal. Providing this exceptional rating, which all parties agree should be challenging to reach (rather than the expected standard) provides a benchmark towards which even an excellent leader and the Board can strive.

For evaluation purposes, a final rating for each rubric, from among the four ratings categories, will always be made by applying reasonable and logical averages across each rubric and again across all six rubrics to arrive at the Superintendent's overall rating.

1. District Leadership:

Expectation: Demonstrated Vision and Leadership in Education Quality, with Specific Efforts and Results

	Unacceptable Performance		Superior Performance	
1	2	3	4	
Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<u>Vision:</u> Works with the Board of Education (BOE), staff, and community to develop and implement a vision for students' high academic achievement	1	2	3	4
<u>Culture:</u> Promotes a positive school culture for effective learning and high achievement; fosters a spirit of collaboration, camaraderie, and team support	1	2	3	4
<u>Instructional Materials:</u> Ensures teachers and students are provided with the highest quality instructional materials and cutting-edge technologies to support superior instruction and learning across all subject areas	1	2	3	4
<u>Curriculum:</u> Manages the development and effective continuous improvement of curriculum across all academic and specials subject areas	1	2	3	4
<u>Hiring:</u> Ensures the hiring of highly-qualified, high-performing, and caring administrators, teachers, and staff	1	2	3	4

<u>Training:</u> Leads the design and implementation of effective and comprehensive professional development for administrators, teachers, and staff	1	2	3	4
<u>Performance:</u> Ensures administrators, teachers, and staff are held to high standards of performance, including timely and effective performance reviews according to district policies	1	2	3	4
<u>Issue Management:</u> Deals with staff personal, performance, or other issues in a timely, considerate, and effective manner, ensuring the smooth-running of the district	1	2	3	4
<u>Measurable Results:</u> Within this past year, has led each school within the district to improvement in CMT and other performance-based assessments across all subject areas	1	2	3	4
<u>Presence:</u> Creates a leadership presence in the District by regularly visiting classrooms, attending special programs, and meeting with staff.	1	2	3	4
<u>Personal Development:</u> Actively participates in professional organizations (e.g. CAPSS, CABE, AASA, NSBA) for his/her own development	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

2. Financial Management

Expectation: Effective Management and Reporting of all aspects of the District's Finances

	Unacceptable Performance		Superior Performance	
	1 Does not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<u>Budget Process:</u> Develops and implements a timeline and process that provides sufficient opportunity for thorough scrutiny, discussion, and decision-making in all budget areas	1	2	3	4
<u>Budget Development:</u> Works with staff, the BOE, and the Town Board of Finance to develop a sound budget that adequately funds all vital areas of the districts operations and meets the needs of all students	1	2	3	4
<u>Budget Management:</u> Effectively manages all expenses in the district, ensuring the budget is not overrun	1	2	3	4
<u>Contract Negotiation:</u> Develops contract terms for all contracted parties that are fair to the contracted parties and manageable by the BOE.	1	2	3	4
<u>Grants & Excess Cost:</u> Keeps abreast of available federal and state grants (including Excess Cost) and actively pursues and obtains all monies available	1	2	3	4

Expense Reporting: Reports to the Board of Education monthly on the status of the budget and all key areas of revenue and expense	1	2	3	4
Program Management: Effectively oversees the finances of the Food Service, School of the 21st Century, and Summer School Programs, implementing plans to increase participation and ensuring losses are kept within Board-approved limits	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

3. Operations and Facilities Management

Expectation: Effective Management of all aspects of District Operations, including Programs and Facilities

	Unacceptable Performance	Superior Performance	
1 Does not Meet Expectations	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations

<u>Day-To-Day Management:</u> Through personal oversight and a network of managing staff, maintains oversight of the day-to-day operations of the district, ensuring performance at a high level of excellence	1	2	3	4
<u>Facilities Planning:</u> Works with staff and Board of Education to develop an effective long-term facilities plan	1	2	3	4
<u>Facilities Maintenance:</u> Ensures all aspects of the facilities and equipment are cleaned, maintained, fixed, and/or replaced in a timely, cost-effective manner	1	2	3	4
<u>School Environment Safety and Health:</u> Ensures all aspects of the school environments are safe and healthful, and all government standards are met	1	2	3	4
<u>School Lunch Program Healthfulness:</u> Ensures food offering of the School Lunch Program meets all government standards and is the healthiest offering possible	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

4. Board of Education Relationship

Expectation: Effective Relationship with the Board of Education, including Communication, Collaboration, and Commitment to Priorities

	Unacceptable Performance		Acceptable Performance	
1	2	3	4	
Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<u>Communication – Proactive:</u> Communicates proactively and effectively with the Board on key operational, staffing, financial, educational, and other issues	1	2	3	4
<u>Communication – Responsive:</u> Responds to Board Chairs' requests for information in a timely fashion	1	2	3	4
<u>Policy:</u> Performs continuous review of Board policies and provides timely and thorough information to the Board for effective policy decision-making	1	2	3	4
<u>Commitment to Board Priorities:</u> Works diligently to implement Board priorities and directives; implements all policies adopted by the Board	1	2	3	4

Information and Advice: Provides professional advice and informs the Board on educational issues, statutory requirements, and needs in the district, providing appropriate recommendations and supporting data	1	2	3	4
Collaboration: Works collaboratively and collegially with members of the Board and with Board committees	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

5. Parent Community Relationship

Expectation: A Culture of Effective, Collaborative, Mutually-Supportive Relationship with the Parent Community

	Unacceptable Performance		Acceptable Performance	
1	2	3	4	
Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations	
<u>Communication – Proactive:</u> Keeps parents informed of key events, programs, staff changes, education issues, emergencies, and any other issues of concern to parents	1	2	3	4
<u>Communication – Responsive:</u> Responds to communications in a timely, caring, professional manner	1	2	3	4
<u>Collaboration:</u> Solicits input and feedback from parents, actively involving them in education process and decision-making where possible and appropriate	1	2	3	4
<u>Follow-Through:</u> Takes action on parent concerns, suggestions, and expressed needs	1	2	3	4
<u>Empowerment:</u> Ensures the district provides parents with resources, tools, and information to help them promote and maximize their child's education (e.g. tutoring resources, on-line help, state agencies, etc.)	1	2	3	4
<u>Support:</u> Supports groups that support parents	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

6. Personal and Professional Qualities

Expectation: The highest Standards of Personal Integrity, Professionalism, and Leadership

	Unacceptable Performance		Acceptable Performance	
	1	2	3	4
	Does not Meet Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
<u>Personal Integrity</u> : Demonstrates the highest standards of ethics, honesty, and integrity in all dealings with all parties	1	2	3	4
<u>Professionalism</u> : Exhibits poise and diplomacy in all professional interactions	1	2	3	4

<u>Personal Interaction</u> <u>Skills:</u> Exhibits strong “people skills,” including empathy, listening skills, and powers of speech	1	2	3	4
<u>Communication Style:</u> Demonstrates facility in balancing modes of communication (e-mails, formal letters, and face-to-face interactions) to communicate effectively with others	1	2	3	4
<u>Work Ethic:</u> Demonstrates strong time commitment and task commitment, going “above and beyond the call of duty”	1	2	3	4
<u>Transparency:</u> Hides nothing and owns up to mistakes	1	2	3	4
<u>Commitment to Excellence:</u> Demonstrates the highest degree of commitment to personal excellence, continually striving to develop and improve	1	2	3	4
OVERALL RATING	1	2	3	4

Specific Areas Above for Acknowledgement and/or Improvement:

Other Comments:

FORMAL Evaluation Summary

Name:

Date:

1. District Leadership

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

2. Financial Management

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

3. Operations and Facilities Management

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

4. Board of Education Relationships

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

5. Parent Community Relationships

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

6. Personal and Professional Qualities

_____ (1) Does Not Meet Expectations _____ (2) Needs Improvement _____ (3)
Meets Expectations _____ (4) Exceeds Expectations

Overall Rating:

_____ (1) Does Not Meet Expectations

_____ (2) Needs Improvement

_____ (3) Meets Expectations

_____ (4) Exceeds Expectations

Recommendations for Areas of Improvement:

Board Chair's Signature: _____ Date:

Board Chair's Name:

Superintendent's Comments:

Superintendent's Signature: _____ Date:

Superintendent's Name:

Addendum:

Per Contract Agreement between the Orange Board of Education and the Superintendent:

The Board shall evaluate and assess in writing the performance of the Superintendent at least annually during the term of this Agreement, in accordance with the timeline set forth below. This evaluation and assessment shall be reasonably related to the goals and objectives of the district for the year in question. The Board shall meet and discuss the evaluation format with the Superintendent and attempt in good faith to agree on the development and adoption of a mutually agreeable evaluation format. If the Board and the Superintendent are unable to reach agreement on an evaluation format, the Board will determine the evaluation format. The evaluation format shall be reasonably objective and shall contain at least the following criteria: Board-Superintendent relations, community relations, personnel relations, educational program, business matters, professional leadership and personal qualities. The evaluation format shall provide for an evaluation system both as to overall performance and as to the specific criteria set forth in the evaluation format.

The Board in executive session shall evaluate the Superintendent no later than the May Board meeting during each year of this Agreement. The evaluation shall include recommendations as to areas of improvement where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Superintendent no later than May 31 of each year of this Agreement. The Superintendent shall have the right to make a written reaction or response to the evaluation, which shall become a permanent attachment to the Superintendent's personnel file. No later than June 30 of each year of this Agreement, the Board in executive session shall meet with the Superintendent to discuss the evaluation. The

Superintendent shall provide the Board with a copy of this contract clause, no later than March 15 of each year of this Agreement.

No portion of this evaluation document, or its ratings, comments, or recommendations, may be emailed to oneself or to another person, nor may the evaluation be discussed via email.