

RSU #63

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| 1. NEPN/NSBA Code: | GCBI |
| 2. Title: | Annual Evaluation of the Superintendent |
| 3. Author: | |
| 4. Replaces Policy: | Policy GCBI |
| 5. Date Approved: | 06/18/2018 RSU #63 |
| 6. Previously Approved: | 01/25/2016 |
| 7. Policy Expiration: | Review as Needed |
| 8. Responsible for Review: | Board of Directors/Policy Committee |
| 9. Date Reviewed: | 06/18/2018 Board of Directors
04/03/2018 Policy Committee |

j. References:

**Cross References: Policy CB-Superintendent of Schools
Policy CB-R – Duties & Responsibilities of
the Superintendent
Policy CBD-Superintendent's Contract
20-A MRSA section 1051**

k. Narrative:

The Superintendent of Schools reports to and provides services to the RSU #63 Board of Directors (the Board). The Board is responsible for conducting an annual evaluation of the Superintendent with the objective of determining the Superintendent's accomplishments of the previous year, the areas needing improvement, and to set priorities for the coming year. The primary purpose of the evaluation will be to effect improvements in administrative leadership and, subsequently, improvements in the school unit. This written evaluation will be considered the sole and official evaluation of the Superintendent.

Maine law (20-A MRSA section 1051) requires the Superintendent's employment be considered no later than December 31st of the year preceding the expiration of his/her contract; earlier consideration is the Board's option. If it is the last year of the contract with the Superintendent, the evaluation process will include a decision by the Board whether or not to enter into a new contract with the Superintendent.

I. Guidelines:

- A.** The Superintendent will be involved in the development of the standards with which s/he will be evaluated or appropriate to her/his operations. (See "Superintendent Evaluation Form," attached as Exhibit A.)
- B.** The evaluation will be at a scheduled time and place, in Executive Session, with a quorum of the Board present and completed by the end of November.
- C.** The evaluation will include four sections (a written evaluation, data from community/staff survey, assessment data, and an action plan with goals).

September

1. Data Regarding Community and Staff Relations - In September, the Board Chair will begin to collect this data on a rotating basis, from the community one year and from District staff the following year. The Superintendent will be involved in the development of the survey questions.
2. Board members will prepare their "Superintendent Evaluation Form" and will provide it to the Board Chair prior to the October Evaluation/Executive Session. The Superintendent Evaluation Form is attached as Exhibit A. Each component of the written evaluation, prepared by the Board, relating to the administration of the school unit and major components considered essential to its success must be rated from 1 to 4. 1 meaning Ineffective, 2 meaning Partially Effective, 3 meaning Effective, and 4 meaning Highly Effective.

October

1. The Superintendent will provide the assessment data and results of the District-Wide Student Learning Objectives (SLO) from the previous year.
2. During an Evaluation/Executive Session, the Board will reach consensus on the written evaluation to be presented to the Superintendent (using the Superintendent Evaluation Form).
3. During an Evaluation/Executive Session the data and the evaluation will be reviewed and discussed with the Superintendent. Individual Board members may address any additional or different, and by definition "minority opinion" or issue, he/she wishes with the Superintendent. This need not be limited to the items that appear on the evaluation form because no form or set of guidelines can encompass the totality of the Superintendent's responsibility.

November

1. During an Executive Session at the next Board meeting (typically November), the Superintendent will present an action plan for discussion. This will include his/her designated areas for focus, objectives, and goals for professional growth in the coming year. The Board and Superintendent will set official goals and objectives for the ensuing year.
- II.** An overall rating at 3 or above will be required for an increase in compensation for the following contract but does not obligate the Board to increase compensation.
- III.** With the permission of the Board, a new Superintendent, who did not take office until July 1 of any fiscal year, may have her/his first annual evaluation during the fall of the year following the Superintendent's initial employment – in essence after eighteen (18) months of employment.

Superintendent Evaluation Form

Understanding that the Superintendent will have different relationships with various Board members because of the various foci assigned committees and special projects, individual Board members will only submit ratings on their "Superintendent Evaluation" for those areas on the evaluation form with which they have genuine knowledge and/or experience.

Areas with which a Board member has no knowledge, or with which the Superintendent has had no responsibility or involvement, are to be rated N/A. Any rating of 1 or 4 will be accompanied with specific examples supporting the rating.

Superintendent Evaluation Form

A. Board Relations					Rating and Comments
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and Background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board Questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy Involvement	Makes decisions without regard to adopt policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board Development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating (Average)					

Superintendent Evaluation Form

B. Community Relations					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
District Image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district as expected.	Projects and promotes a positive image of the district.	
Communication with Community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media Relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating (Average)					

Superintendent Evaluation Form

C. Staff Relationships					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
Internal Communications	Doesn't have specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel Matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion, and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of Duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibilities to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classrooms as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating (Average)					

Superintendent Evaluation Form

D. Business and Finance					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
Budget Development and Maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and considered the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget Reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.	
Facility Management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan is place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource Allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating (Average)					

Superintendent Evaluation Form

E. Instructional Leadership					
	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)	Rating and Comments
Professional Knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on Students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	

Superintendent Evaluation Form

Goal Development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
Staff Development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating (Average)					