

**Thomaston Public Schools  
Superintendent Competency Standards**

**Definition of Standards**

<b>Competency</b>	<b>Substantially Exceed Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standard</b>
<b>1. Educational Leadership</b>	<p>Inspires others to carry out vision. Creates an environment where employees feel valued and recognized for their contributions to the success of our school system. Builds employee morale and motivation by involving employees in setting goals, inspiring self-confidence in others and offering frequent and timely feedback. Ensures buy-in to plans, as appropriate, across schools and departments. Builds a school system recognized for its high quality performance.</p>	<p>Establishes purpose, direction and linkage of work to system goals. Creates employee identification with objectives and shared ownership for achieving results. Creates a climate that empowers employees by providing authority, complete information, resources, feedback, and ongoing support. Builds a cohesive, interdependent team committed to system goals. Fosters cooperation by example. Continually solicits feedback from employees on management performance for continuous improvement.</p>	<p>Provides incomplete or poor direction. Is often not available to employees. Climate is characterized by tension or apathy or both. Frequently a lack of congruity between individual goals and team goals. Allows unresolved conflicts and territoriality to block teamwork.</p>
<b>2. Fiscal Management</b>	<p>Consistently presents budgets that balance the educational needs of the community with the economic resources available. Resources are used in a manner that allows objectives to be met in the most efficient manner possible. Fiscal resources are managed such that all State requirements are exceeded without jeopardizing the Town's financial status.</p>	<p>Develops and presents accurate, realistic budgets reflective of the priorities established in the Long Range Plan and in the annual goals of the Board. Utilizes resources effectively and efficiently to meet objectives. Develops realistic forecasts that allow responsiveness to changing economic conditions and system needs. Manages fiscal resources properly, efficiently and in a manner that meets all State school finance requirements. Ensures that the system abides by the purchasing policies of the Board.</p>	<p>Budgets presented are not reflective of the needs of the community as expressed in the Long Range Plan and the Annual Goals of the Board. Resources are inappropriately or ineffectively used. Forecasts are less than accurate or untimely, not allowing responsive and responsible actions to address changing circumstances. State school finance requirements are not adequately met. Board purchasing policies are not carried out routinely.</p>

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<p><b>3. Personnel Management</b></p>	<p>Consistently exhibits a superior ability to organize work and people in the most effective manner through the appropriate use of personnel policies and programs. Is a role model for others in the use of the performance appraisal process. Uses a joint problem solving process to resolve differences in expectations and accomplishment of results. Challenges people to excel and actively helps others broaden their skills and abilities. Ensures that plans are followed up and kept updates. Provides meaningful recognition of every employee making a positive contribution, not just the exceptional performers. Demonstrates mature judgment in addressing less than acceptable behavior or performance.</p>	<p>Screen and selects the right people for the right job. Understands and utilizes personnel policies and programs to manage people effectively to meet goals. Gives performance reviews and annual appraisals on a timely basis. Routinely provides feedback on performance in the spirit of continuous improvement. Encourages people towards goals and talks to people immediately when critical incidents occur. Provides appropriate priority to the development needs of employees. Gives recognition for good work and team effort. Institutes disciplinary actions when necessary. Complies with all regulatory and Board policy requirement.</p>	<p>Demonstrates poor people management skills. Does not use personnel processes effectively to select, develop discipline or promote employees. Seldom understands the type of scope of work to be done and is unable to identify the personnel required to do it. Actions or omissions result in the violation of regulatory, ethical or contractual standards. Tends to under prioritize developmental needs of employees. Does not conduct performance reviews or career development meetings on a regular and timely basis. Does not routinely encourage people to meet improvement goals and does not effectively address poor performance of employees. Disregards EEO requirements and Board personnel policies.</p>

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<b>4. Planning</b>	<p>Is particularly successful at seeing the “big picture.” Has an exceptional ability to map out the components of a long range plan in collaboration with others and to make those plans work. Negotiates and communicates clear priorities and sequence of activities to all parties. Problems are anticipated and contingencies are prepared. Plan revisions are carried out in concert with all involved parties. Monitors and follows up on all aspects of the plans to insure achievement.</p>	<p>Develops long range plans that are consistent with Thomaston’s Common Core of Learning. Annual plans, objectives and priorities are established to support achievement of the long-range plan. Establishes measures at appropriate intervals and follows up to carry out the plans. Understanding and agreement is achieved with all involved parties.</p>	
<b>5. Quality Improvement</b>	<p>Demonstrates extraordinary commitment to the principles of Total Quality Management to assure that quality improvement becomes ingrained in the culture and operations of the schools. As a result of his leadership of the process, employees are not only involved in, but enthusiastic about, making continuous improvement. Results are clearly evident in improved operations of the schools and central office, and in student performance.</p>	<p>Provides effective leadership of a Total Quality Management process such that a significant number of employees of the system become actively involved in quality improvement. Demonstrates the use of quality improvement tools and techniques in his own work activities. Adequate resources and training are planned for and provided, within the constraints of the annual budget, to assure implementation. Quality improvement contributions of individuals and teams are routinely recognized and appropriately rewarded.</p>	<p>Leadership of a Total Quality Management process is ineffective or non-existent. Has not created an environment that encourages involvement. Demonstrates poor or no use of the tools and techniques of quality improvement. Resources and training are not provided in amounts sufficient to allow implementation of the process. The efforts of others go largely unrecognized.</p>

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<p><b>6. Board Relations</b></p>	<p>Demonstrates a clearly superior ability to relate well with the Board and each of its members. Takes the initiative to inform and solicit input from the Board. Routinely develops and recommends to the Board creative, implementable solutions to complex issues affecting the system. Welcomes and responds to feedback from the Board, and conversely, is unafraid to provide candid feedback to the Board in such a manner that creates an atmosphere of mutual trust.</p>	<p>Keeps the Board informed about new and pending pertinent state and federal laws and regulations, as well as about issues, needs and operations of the school system. Develops and recommends to the Board appropriate actions and alternatives to address issues confronting the school system, including compliance with laws and regulations. Agendas and background materials are prepared and distributed to Board members in a timely manner and provide adequate information to allow the Board to make informed decisions. Publicly supports and implements the policies of the Board.</p>	<p>Communication with the Board is ineffective. Either overloads the Board with unnecessary information or does not provide sufficient information. Creates an atmosphere of distrust by withholding or distorting information needed to make decisions or by violating necessary confidentiality with respect to Board deliberations. Places the school system in jeopardy of not being in compliance with state and federal laws or regulations by not keeping the Board informed of pertinent legislation. Does not implement or support the policies of the Board.</p>
<p><b>7. Community Relations</b></p>	<p>Places high priority on the development of good relations between the schools and the community. Regularly seeks out opportunities to involve the community in the affairs of the schools and actively encourages the high levels of interaction between the schools and community. Encourages staff members to take the initiative to work more closely with parents and other citizens of the community. Is well recognized inside and outside the community as a leader in public education.</p>	<p>Maintains open lines of communication between the schools and the community, directly and through the news media. Keeps the community informed about the needs and programs of the schools. Involves the community in planning for the future needs of the schools and in the current activities of the schools. Is an active participant in community affairs. Is an active participant in community affairs. Is recognized within the community as a leader in public education.</p>	<p>Fails to gain the respect or support of the community regarding the operations of the school system. Communication to the community is ineffective. Creates an antagonistic climate in relations with the news media. Often is uninvolved in the activities or affairs of the community.</p>