

Administration

Evaluation of the Superintendent

Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community. It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement adopted in March 2004 and the CABE Superintendent Evaluation instrument. The Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent 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 of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education. CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

While student achievement in academic areas as measured by test scores is important, other areas of student achievement are equally important. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Moreover, for purposes of the superintendent's performance evaluation, indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

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Evaluation of the Superintendent (continued)

To increase the effectiveness of the school district's leadership team and the overall performance of the Board of Education and its individual members, CABA and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year. An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABA and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily modified in those school districts that employ a non-traditional evaluation year approach. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Sample motion: "I move that the Board of Education go into executive session for discussion of a personnel matter – the evaluation of the Superintendent."

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Evaluation of the Superintendent (continued)

Beginning of New Evaluation Year Meeting – July/September

Topic 1: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Topic 2: This Executive Session also provides the Board of Education with an opportunity to candidly discuss with the Superintendent his/her performance evaluation, e.g., personal and professional goals and opportunities, Superintendent's evaluation criteria and evaluation process, and other relevant topics.

Mid Year Evaluation Meeting – November / December

Topic 1: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges not previously identified in the prior Leadership Team goal setting meeting. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Topic 2: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end. Ideally, these informal discussions take place regularly throughout the school year.

End of the Year Evaluation Meeting – April/May

Topic 1: The Superintendent and Board of Education should convene in Executive Session to participate in an assessment activity which focuses upon the performance of the individual members of the Leadership Team, including whether and how goals and priority objectives have been successfully accomplished and/or addressed. Included in this discussion should be any mitigating circumstances / unexpected challenges that have arisen since the Mid Year Evaluation Meeting that may have compromised the accomplishment of goals and objectives and thus affected the performance of the members of the Leadership Team.

Administration

Evaluation of the Superintendent (continued)

End of the Year Evaluation Meeting – April/May (continued)

Topic 2: This recommended meeting should also serve as an opportunity for the Superintendent to share a confidential “Year in Review” self assessment with the Board of Education. This self assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent’s job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Board of Education Evaluation of the Superintendent – May/June

The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education’s Executive Session discussion regarding the Superintendent’s performance should be a draft performance evaluation of the Superintendent of Schools.

Meeting with the Superintendent Regarding Draft Evaluation – June

A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy. The purpose of this follow-up meeting is to share and discuss the Board of Education’s draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation.

Formal Evaluation of the Superintendent – June

The formal performance evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy. It is important to note that the Board of Education’s performance evaluation of the Superintendent of Schools is a public document and subject to FOIA. A copy of the Superintendent’s performance evaluation must also be placed in the Superintendent’s official personnel file.

Recommended Evaluation Process and Timeline Flowchart

<p style="text-align: center;">Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p> <p>Topic 1: Leadership Team Goal / Priority Setting. Topic 2: Superintendent’s Professional Goals and Objectives.</p>
<p style="text-align: center;">Mid-Year Evaluation Meeting November / December (Meeting to be conducted in executive session)</p> <p>Topic 1: Informal Leadership Team discussion regarding progress on goals and objectives. Topic 2: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p style="text-align: center;">End of Year Evaluation Meeting April / May (Meeting to be conducted in executive session)</p> <p>Topic 1: Self-Assessment of individual members of the Leadership Team including discussion about goal attainment and handling of unanticipated challenges. Topic 2: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance.</p>
<p style="text-align: center;">Board of Education Evaluation of the Superintendent May / June (Meeting to be conducted in executive session)</p> <p>Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.</p>
<p style="text-align: center;">Meeting with Superintendent Regarding Draft Evaluation June (Meeting to be conducted in executive session)</p> <p>Meeting between the Board of Education as per Board of Education policy and the Superintendent to share and discuss the draft evaluation.</p>
<p style="text-align: center;">Formal Evaluation of the Superintendent June</p> <p>Formal evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education as per policy. <i>Note: Superintendent’s Evaluation is a public document subject to FOIA.</i></p>

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

I. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Serves as the Board of Education's educational leader and chief executive.
- Works 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.
- Promotes a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belongs to, actively supports and participates in professional organizations (e.g., CAPSS, AASA, CABE, NSBA) and encourages his/her Board of Education to do so.
- Uses best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students.

II. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs and pertains to the following: planning and organizing; hiring, evaluating and supervising staff; implementing policy; preparing and overseeing the budget; ensuring the health and safety of students and staff; and regularly reporting to the Board of Education.

Areas of Responsibility:

- Oversees the organization and management of the district's day-to-day operations.
- Prepares, advocates for and implements an annual budget that addresses district goals and meets the needs of all students; reports regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues.
- Consistent with Board of Education policy, recruits, hires and retains personnel for the school district who show potential to best meet the needs of all students. Provides a system of support, supervision and consistent evaluation to ensure that certified and classified staff that remain are effective.

- Implements policies adopted by the Board of Education and recommends changes, if appropriate; develops, implements and informs the Board of Education of administrative procedures necessary to implement Board of Education policy.

III. Community and Board of Education Relations

Definition: Community and Board of Education relations are critical to the success of the Superintendent and the school system. The Superintendent works with the Board of Education and the community to: establish a vision, goals and objectives for the district; communicate regularly and clearly with the community; provide data and information to the Board of Education to assist with the evaluation of the district operations and programs; and represent the district to the community. The Superintendent, in cooperation and consultation with the Board of Education, is responsible for maintaining positive working relationships with local, regional and state organizations and agencies.

Areas of Responsibility:

- Provides professional advice and keeps 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.
- Responds to communications from staff and community, as appropriate, and ensures the adherence and appropriate response through the chain of command and keeps Board of Education members informed about significant operational issues in a timely manner.
- Serves as a key member of the leadership team and works effectively with local, state and federal levels of government.
- Works in a professional manner with the Board of Education, community members and the media.

IV. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Demonstrates the ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Recommended Success Strategies for Leadership Team Evaluation

Leadership Team Self-Assessment

- 1.) **Self-Assessment** – It is strongly recommended by CABE and CAPSS that the Leadership Team conduct a self-assessment during each school year. An annual self-assessment provides the Leadership Team with an opportunity to thoughtfully and constructively evaluate its performance. This annual assessment will enable the Leadership Team to privately celebrate its successes, candidly discuss growth opportunities and establish focused goals for continuous improvement as a team. As a member of the Leadership Team, it is highly recommended that the Superintendent of Schools be a participant in the discussion.
- 2.) **Facilitation of Self-Assessment** – Boards of Education may wish to contact CABE to access external facilitation services and/or utilize an external facilitator to guide the self-assessment discussion. In districts where an annual Board of Education self-assessment is standard operating procedure, an external facilitator may not be necessary.
- 3.) **Questions to Guide the Board of Education Self-Assessment Discussion** – Please refer to the CABE Leadership Team Self-Assessment Worksheet (Addendum 1) on page 9. This discussion should include the Superintendent of Schools and be conducted in executive session.

Superintendent's Performance Evaluation

- 1.) **Year In Review** – The Superintendent's Year in Review should serve as a summary of the body of work presented within the Superintendent's Performance Portfolio. It is recommended that the Year in Review document prepared by the Superintendent be organized according to the four leadership areas: Educational Leadership/Organizational Management/Community and BOE Relations/Personal and Professional Qualities and Relationships. This document should also include any mitigating circumstances that may have compromised goal attainment in any of the four leadership areas.

Superintendent's Performance Evaluation (continued)

- 2.) **Superintendent's Portfolio of Work** – The performance portfolio is designed to be a compilation of the work product aligned with the Superintendent's annual performance goals previously established by the Board of Education. It is recommended that the portfolio be organized according to the four identified leadership areas and contain evidentiary documentation associated with each of the agreed upon performance goals. The portfolio should be submitted in a well organized and tabbed binder, an expandable tabbed folder or some other format previously agreed upon by the Superintendent and Board of Education.

- 3.) **Questions to Guide the Superintendent's Performance Discussion** – Please refer to the Superintendent's Performance Evaluation Worksheets (Form #3).

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 3.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision and /or mission based on core values and beliefs of the district and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Board demonstrates a belief that high quality instruction in every classroom is the foundation for high achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Board works to promote the accomplishments of the district within the district and community at large and elicits community discourse and support for district goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Board adopts policies that create a culture that supports the vision and goals of the district and ensures the manual is up-to-date and comprehensive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Vision						
Board Operations	5	4	3	2	1	Not sure
6. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The Board sets goals related to the Board’s work and focuses on them on an annual basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The Board conducts a comprehensive orientation process to familiarize new Board members with their roles on the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Board conducts district business in accordance with established ethical standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The Board participates in leadership development activities on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total – Board Operations						

2400
Form 1
(continued)

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate an item for any reason. A space for comments is also provided on Page 3.

Board Ethics	5	4	3	2	1	Not sure
12. The Board members maintain confidentiality regarding sensitive communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The Board members honor Board decisions even when the vote is not unanimous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The Board does not let party politics interfere with district business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The Board makes decisions based on analysis of relevant research and data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The Board deals with conflicts openly, honestly and respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total Board Ethics						
Board Superintendent Team	5	4	3	2	1	Not sure
17. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The Board evaluates the Superintendent based on progress toward attainment of predetermined goals and the effectiveness of his/her leadership in implementation and achievement of the district goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The Board provides direction to the Superintendent as a whole, not from individual Board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Student Achievement:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

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:

References

American Association of School Administrators – Professional Standards for the Superintendency, 1993.

CABE / CAPSS School Governance Position Statement, March 2004.

National Policy Board for Educational Administrators - Standards for Advanced Programs in Educational Leadership, January 2002.

CABE Superintendent Evaluation, Long Version.

CABE Superintendent Evaluation, Short Version.

Johnson, Susan, *Leading to Change: The Challenge of the New Superintendency*, 1996.

Center for Research and Educational Accountability and Teacher Evaluation – A Portfolio for Evaluation of School Superintendents, May 1995.

Connecticut State Department of Education, *Connecticut Standards for School Leaders*, 1999.

Administration

Evaluation of Administrators

Skills to be Assessed

1. Problem Analysis	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. Judgment	Ability to reach logical conclusions and make high quality decisions based on available information: skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. Organizational Ability	Ability to plan, schedule and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. Decisiveness	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. Leadership	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. Sensitivity	Ability to perceive the needs, concerns and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues, knowing what information to communicate and to whom.
7. Stress Tolerance	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. Oral Communication	Ability to make a clear oral presentation of facts and ideas.
9. Written Communication	Ability to express clearly in writing; to write appropriately for different audiences - students, teacher, parents, et al.
10. Range of Interest	Competence to discuss a variety of subjects - educational, political, current events, economic, etc.; desire to actively participate in events.
11. Personal Motivation	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. Educational Values	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

*12 Competencies of Effective Leadership as designed by the National Association of Secondary School Principals

**Thomaston Public Schools
Superintendent Evaluation**

School Year: _____

- I. Critical Goals Review:** Please indicate proposed rating (i.e. Fails to meet, partially meets, meets, exceeds, substantially exceeds.) Then provide a few supporting comments. Critical goals for the year are attached for your review.

1. Rating: _____

2. Rating: _____

3. Rating: _____

4. Rating: _____

5. Rating: _____

6. Personal/Professional Development Goal:

II. Competencies: Please check the applicable box below for each competency reflecting your rating of the Superintendent. Record specific comments below. Please use attached standards to determine appropriate rating.

Competencies	Fails to Meet	Partially Meets	Meets	Exceeds	Substan. Exceeds
1. Educational Leadership					
2. Fiscal Management					
3. Personnel Management					
4. Planning					
5. Quality Improvement					
6. Board Relations					
7. Community Relations					

III. Overall Performance Commentary

Completed by: _____ Date: _____

Thomaston Public Schools Superintendent Competency Standards

Definition of Standards

Competency	Substantially Exceed Standards	Meets Standards	Fails to Meet Standard
1. Educational Leadership	<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.</p> <p>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>
2. Fiscal Management	<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>

**Thomaston Public Schools
Superintendent Competency Standards**

Definition of Standards

Competency	Substantially Exceed Standards	Meets Standards	Fails to Meet Standard
<p>3. Personnel Management</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>

**Thomaston Public Schools
Superintendent Competency Standards**

Definition of Standards

Competency	Substantially Exceed Standards	Meets Standards	Fails to Meet Standard
4. Planning	<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>	
5. Quality Improvement	<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>

Thomaston Public Schools Superintendent Competency Standards

Definition of Standards

Competency	Substantially Exceed Standards	Meets Standards	Fails to Meet Standard
6. Board Relations	<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.</p> <p>Routinely develops and recommends to the Board creative, implementable solutions to complex issues affecting the system.</p> <p>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.</p> <p>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>
7. Community Relations	<p>Places high priority on the development of good relations between the schools and the community.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>

