

GREENFIELD PUBLIC SCHOOLS

Superintendent Evaluation Instrument

Adopted by the Greenfield School Committee
November 17, 2009

This model was developed after reviewing multiple sources of data, review instruments, and research on superintendent evaluation from all over the United States. Included were district and state evaluation forms, research on leadership, school administration and the superintendency, and best practices for superintendent evaluation.

The subcommittee drew from this information and from the School Committee working session to set 6 standards that incorporate the scope of the superintendency and district-wide school administration. Each of the standards gives an introduction to explain what the standard covers, and then outlines specific informational performance indicators.

In particular, this model encourages the broad review of all the responsibilities of the position with the intent of highlighting areas for commendation and /or improvement, as part of a continuous improvement model of school governance and administration. The rating applies to the superintendent's overall performance.

This model assumes that the superintendent has the budget and supporting administrative staff to successfully accomplish the work of the office, but also allows for a superintendent making priority decisions when resources are constrained.

Guidelines:

1. Mutually agreed upon goal development for upcoming school year will be developed in the summer. Goal development to be completed not later than August 31st. Goals to e specific and may include core goals and ambitious stretch goals.
2. Feedback provided to the Superintendent by all committee members throughout the year.
3. Formal annual evaluation of the Superintendent to begin in May using the approved evaluation instrument and the mutually agreed upon goals. A summary review document will be released by no later than the end of July.
4. In a Superintendent's initial year, the interim review will occur after no more than 4 months from the Superintendent's start date.
5. A provision for the final contract year is a six-month notice for renewal or non-renewal, provided by November 30th.

Standard 1: LEADERSHIP

The increasing diversity of school communities places a premium on school leaders who can create a vision of success for the district now and in the future, and use their skills in communication, collaboration and community building to ensure that the vision becomes a reality.

Effective leaders mobilize resources to move the district forward. They attract competent people to enhance the organization's capabilities, cultivating and focusing the strengths of colleagues to achieve the shared vision. They welcome change as an opportunity for growth and they help people through the change process. They learn from the knowledge and experiences of others while they freely offer their expertise to those who seek it. They are focused and purposeful, and are always attentive to being consistent with what they say and what they do.

A school superintendent's leadership focuses on expanding opportunities and encouraging a climate for people to reach their highest level of achievement.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

1. Works to create a district culture that provides for continuous learning and sharing of knowledge in an open, supportive and challenging learning community
2. Can prioritize and focus the energy and resources of the district in good times and in bad.
3. Fosters community understanding and support of the school system.
4. Identifies potential efficiencies and mutually beneficial relationships of regional, city and other collaborations
5. Promotes and expects a system-wide climate of respect, responsibility, understanding, and civility
6. Explores ways to find common ground in dealing with difficult and divisive issues.
7. Demonstrates courage and provides leadership in difficult situations, providing a model for the behavior of others
8. Describes and promotes the importance of education in maintaining a healthy community and a democratic society
9. Recognizes that leadership skills can be learned. Nurtures activities to make sure other individuals in the district develop as leaders.
10. Develops, implements, promotes and monitors long term planning and continuous improvement processes

The superintendent's performance for this standard (circle one):

Poor

Need Improvement

Good

Excellent

Comments:

Standard 2: POLICY AND GOVERNANCE

This standard stresses the superintendent's ability to work with the school committee to formulate school committee district policy, and demonstrate effective governance to staff, students and the community at large. To the extent possible, is fair and impartial in administering policy and understanding the need for occasional reasonable exceptions to policy.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between school committee policy-making and the superintendent's administrative responsibilities.
- 2.2 Establishes procedures for superintendent/committee interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to the local districts and schools
- 2.4 Uses legal counsel in governance and procedures to address potential civil and criminal liabilities
- 2.5 Advises the School Committee on the need for new and/or revised policies and makes recommendations to the Committee regarding possible changes
- 2.6 Collaborates with the school committee to set measurable annual goals to achieve compliance with legal mandates and school committee policy as well as other goals, as appropriate.
- 2.7 Establishes administrative guidelines and policies to govern the system.

The superintendent's performance for this standard (circle one):

Poor

Needs Improvement

Good

Excellent

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective communications with students, staff, parents and other districts, but also the community as a whole including beneficial relationships with the media, city officials, regional leaders and state legislators. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to become informed about external perceptions of the district.
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
- 3.3 Promotes parent and community involvement in the school system in ways that are safe and not disruptive.
- 3.4 Makes an effort to build relationships and communicate with the city mayor, council and committees, community groups, colleges and non-profits.
- 3.5 Establishes effective school/community relations, school/business partnerships and public service
- 3.6 Provides regular and timely reports to the School Committee and to others as needed or required
- 3.7 Through various types of communications and community involvement, makes efforts to positively influence or manage perceptions of the district.
- 3.8 Understands the role of media in shaping and forming opinions as well as how to work with the media
- 3.9 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard (circle one):

Poor

Needs Improvement

Good

Excellent

Comments:

Standard 4: FINANCIAL AND RESOURCE MANAGEMENT

This standard requires the superintendent to oversee successful fiscal management of the school district, and to make recommendations to the school committee and city council as needed. It stresses the need to prioritize and allocate district resources during good times and bad. It also stresses the skills necessary to locate and maximize supplemental and entrepreneurial resources and partnerships.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Manages the budget and financial resources including forecasting, planning, cash flow management, account auditing and monitoring
- 4.2 Takes a leadership role in raising the financial acumen of middle managers within the district, raising levels of sophistication in contracts, hiring, grant-writing, budgets, and budget planning.
- 4.3 Develops and monitors long range plans for district technology and information systems making informed decisions about computer hardware and software and staff development and training needs
- 4.4 Takes a leadership role with facilities and facilities management, improving systems in place; shows an interest in internal and external building care and cleanliness; helps build internal, city, and public support for facility needs and capital borrowing projects
- 4.5 Collaborates with the mayor, city council, and city finance director, in addressing the school system finances and planning
- 4.6 Explores alternative sources of funding (i.e. grants, entrepreneurial revenue, state and federal special revenue)
- 4.7 Identify and explore potential efficiencies in budgeting and resource management.
- 4.8 Engages in contingency planning, identifies and works with revenue stream protocols to work towards financial stability for the system.

The superintendent's performance for this standard (circle one):

Poor

Needs Improvement

Good

Excellent

Comments:

Standard 5: CURRICULUM & INSTRUCTIONAL DEVELOPMENT

This performance standard addresses what is taught and how it is taught and the resources that support teaching throughout the system. It encompasses the goals of education: exposing students to a wide range of skills, opportunities and information; helping them find their areas of talent and interest; providing remedial services in areas of gaps and weaknesses; and measuring accomplishments of students and schools.

This standard encompasses curriculum and also instruction in areas of social and personal growth: building character, learning social skills, and developing habits of citizenship. It spans the horizon from the developmental learning in kindergarten to graduation with a meaningful plan for their immediate future.

It encompasses outreach to parents to support their children's learning, and the use of external resources including consultants. It seeks a balance between complying with grant and state requirements, and fostering hometown initiatives and creativity.

It emphasizes staying up-to-date in curriculum, teaching, learning and achievement measures. It requires the superintendent to weigh and consider a variety of competing programs and proposals and to make sound judgments. It requires having a knowledge of research and best practices in a wide array of instructional fields and encouraging district professionals to do due diligence about curriculum and instructional decisions at the building and classroom level.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 5.1 Works to ensure developmentally appropriate curriculum and instruction in all areas of learning for all levels of students.
- 5.2 Directs the review and revision of the district's curriculum on a rotating basis to assure all the curriculum programs have regular and timely reviews. Ensures that the review includes consideration of occupational trends, outstanding models, and cataloguing of resources used.
- 5.3 Has one or more systems in place to monitor, measure and improve teaching methods and classroom management as needed
- 5.4 Fosters a culture with expectations for high achievement of all students including those with special needs, English language learners and advanced students.
- 5.5 Establishes affordable, manageable supplemental programs to enrich the learning experience.
- 5.6 Has a variety of interventions to support students at levels above and below average norms for their age and or grade in ways that enhance the quality and vitality of the district.
- 5.7 Encourages innovation and creativity to keep the system competitive.
- 5.8 To the extent possible, retains the signature programs and feeder programs of the district. Encourages extracurricular, artistic, and athletic programs to keep the system well-rounded and help students find their areas of interest and talent.
- 5.9 Uses defensible measures to evaluate the program and identify ways it can improve.

The superintendent's performance for this standard (circle one):

Poor

Needs Improvement

Good

Excellent

Comments:

Standard 6: HUMAN RESOURCES AND LABOR RELATIONS

This performance standard requires skills in recruiting and developing a qualified work force. It also stresses the ability to discern strengths and weaknesses of personnel and encourage effective placement within the organization. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Labor relations skills enable the superintendent to provide technical advice to the committee during labor negotiations, and/or to keep the committee apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 6.1 Acts resourcefully to recruit and train personnel to meet the human resources needs of the district
- 6.2 Develops systems for feedback and review that are beneficial to professional development and the system.
- 6.3 Identifies and applies appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel.
- 6.4 Provides for effective management of distributed staff in diverse satellite locations
- 6.5 Advises the School Committee and the Negotiating Subcommittee during the collective bargaining process
- 6.6 Identifies contract language issues and propose modifications
- 6.7 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard (circle one):

Poor

Needs Improvement

Good

Excellent

Comments: