

DISTRICT ADMINISTRATOR PERFORMANCE EVALUATION

Evaluation of Professional Performance

Criteria

The evaluation criteria for the professional performance of the district administrator shall include:

1. The mission and goals established by the board.
2. The district administrator's job description.
3. Other performance indicators developed and mutually agreed upon by the board and district administrator in the previous goal setting/evaluation retreat.

Evaluation Procedure

The board and district administrator shall meet in closed session at least annually to review progress toward these objectives and performance indicators. The district administrator may be asked to provide a self-evaluation at least two weeks prior to an evaluation/goal setting retreat or evaluation closed session.

The board will complete the evaluation of the professional performance of the district administrator at an annual retreat or closed session called for this purpose. The board president will provide the district administrator with a written performance evaluation at least once each school year. A sample timeline is included in the appendix of these administrative procedures that may assist the board and district administrator in completing the annual evaluation.

Performance Evaluation Instruments

The appendices to these administrative procedures include example instruments that may be used in obtaining information regarding the performance of the district administrator. The actual instrument used will be determined by the board.

Evaluation Summary

The Board of Education President will write a narrative using data from the results of the chosen instrument. All data from the evaluation will be provided to the district administrator.

ADM Rule Adopted: May 16, 2001

ADM Rule Revised: February 15, 2017; June 19, 2019

APPENDIX I

Example: District Administrator Performance Evaluation Process and Timeline

Approximate Date	What	Tool / Format
September 1 - June 30	Brief oral reports on goals and objectives at periodic Board meetings.	Oral Report / Questions
December 15 - January 1	Each board member and the district administrator complete the <u>Assessment of the District Administrator</u> questionnaire.	<ul style="list-style-type: none"> ● Appendix II
December Board meeting	<ul style="list-style-type: none"> ● Set Closed Session I for Evaluation of District Administrator in January. ● District administrator submits any proposed changes in contract (other than salary increases) for Board review. 	<ul style="list-style-type: none"> ● Board action ● Written proposal, if necessary
Early January	Evaluation Closed Session I <ul style="list-style-type: none"> ● Review of the <u>Assessment of the District Administrator</u> questionnaire results. 	<ul style="list-style-type: none"> ● Summary of Appendix II prepared by HR Committee Chair and Board President
Board meeting in January	Board decision on contract renewal	Board action
April Board meeting	Set Closed Session II for Evaluation in June.	Board action
April 30 - May 15	Individual board members complete <u>Job Description Performance Ratings</u>	Appendix III
May Board meeting	Set Board retreat for June	Board action
June 15 - 30	Evaluation Closed Session II: <ol style="list-style-type: none"> 1. Written final report of goals and objectives from District Administrator 2. Review <u>Job Description Performance Ratings</u> 	Evaluation Portfolio for final report
July Board meeting	Board decision on salary package amendment(s) to contract for following year, if necessary	Board Action

Appendix II

Pulaski Community School District

Assessment of the District Administrator

(To be completed by each Board member and the District Administrator in December and returned to the Board Personnel Committee Chairperson by January 1 for summarization and review in January.)

Completed by (circle one) Board Member District Administrator

I. Vision, Mission, and Strategies

The district administrator's role has both long-range and operational components. Working with the board, the district administrator must develop a shared vision for the future of the organization, guide understanding around the current mission, and develop appropriate goals and strategies to advance that mission.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
1.1	The district administrator has worked with the board to develop a clear vision for the organization and understands his or her own leadership role?						
1.2	The district administrator, working with the board, translates the organization's mission / philosophy into realistic goals and objectives?						
1.3	With input from the board and staff, the district administrator has created an effective process for long-range planning for the organization?						
1.4	The district administrator has a sense of what must change and what must remain the same in order to accomplish the organization's mission and realize its vision?						

Comments (please type):

II. Accomplishment of Management Objectives

Working with the board, the district administrator establishes operational objectives that support the District long-range plans. The district administrator is responsible for leading the staff in the implementation of the plans.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
2.1	The district administrator selects and cultivates qualified staff, models effective behaviors and skills, and builds morale among staff and volunteers?						
2.2	The district administrator ensures that there are appropriate systems in place to facilitate the day-to-day operations of the organization in the areas of:						
a.	Development and delivery of educational programs?						
b.	Administration and operations?						
c.	Human resources?						
d.	Pupil support services?						
e.	Financial management						
2.3	The district administrator has made progress in accomplishing the personal and organizational management objectives established by the board during his or her last annual review?						

Comments (please type):

III. Program Management

A nonprofit organization carries out its mission by offering specific programs and services. The district administrator leads the staff in managing and administering these programs and services. This requires a thorough knowledge of the organization's mission area as well as an understanding of technical, operational, and ethical issues.

		Not Satisfied		Satisfied			Not Sure
How satisfied are you that:		1	2	3	4	NS	
3.1	The district administrator demonstrates substantive knowledge regarding the organization's programs and services?						
3.2	The district administrator works with the board to develop appropriate policies to ensure the efficiency and effectiveness of programs?						
3.3	The district administrator ensures that administrative staff manage these programs effectively?						
3.4	The district administrator, through effective oversight and staffing, sets high standards of quality for the organization's programs?						
3.5	The district administrator recommends new programs and the modification or discontinuance of current programs, as appropriate, to the board?						

Comments (please type):

IV. Fiscal Management

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
4.1	The district administrator is knowledgeable regarding financial planning, budgeting, and management of the organization's investments?						
4.2	The district administrator has established a system linking planning with the organization's budgeting process?						
4.3	The district administrator presents financial reports to the board on a regular basis and submits an annual budget for board review, revision, and approval?						
4.4	The district administrator ensures that a clear and accurate accounting system is maintained, allowing the board to monitor the organization's finances and operations in relationship to the approved budget and to make informed financial decisions?						
4.5	The district administrator has a clear understanding of the current and future financial resources needed to realize the organization's mission?						
4.6	The district administrator has ensured that the organization's goals and long-range plan serve as a basis for sound financial planning?						

Comments (please type):

V. Operations Management

The district administrator is responsible for day-to-day management. The district administrator works with staff to develop, maintain, and use the systems and resources that facilitate the effective operation of the organization.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
5.1	The district administrator is knowledgeable regarding the operations of an effective organization?						
5.2	The district administrator has assured the organization has in place:						
a.	Sound risk management policies, including adequate insurance coverage?						
b.	Accounting, payroll, and cash management systems?						
c.	Appropriate personnel policies and systems for staffing?						
d.	Appropriate facilities management plans, which support efficient and effective work places?						
e.	Plans for the appropriate use of technology and technological systems?						
5.3	The district administrator ensures compliance with all legal and policy requirements?						
5.4	The district administrator has worked with the staff to develop, maintain, and use appropriate operating systems and resources that facilitate the effective operation of the organization?						
5.5	The district administrator has established and maintained positive relationships with the many groups that support or are involved in the work of the organization?						

Comments (please type):

VI. The District Administrator/Board Partnership

The district administrator and the board must work together as partners. Each arm of leadership draws upon its own unique strengths and abilities. The district administrator and the board have joint responsibility for developing and maintaining a strong working relationship and a system for sharing information. The board is responsible for creating a written job description for the district administrator that is clear and agreed to by all parties.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
6.1	The district administrator and the board are clear about the differences between their respective roles?						
6.2	Members of the board treat the district administrator as a respected professional?						
6.3	The district administrator has been delegated the authority necessary to manage the organization effectively?						
6.4	The district administrator raises issues and questions and provides adequate information to inform board discussions?						
6.5	The district administrator receives the annual review to which he or she is entitled in a timely and thoughtful way that articulates specific strengths and areas for improvement?						

Comments (please type):

VII. The Board/Staff Relationship

Because many organizational issues require a partnership of board and staff to be addressed effectively, the district administrator should work to create opportunities for staff to interact with board members and to ensure that board and staff have a good working relationship.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
7.1	The district administrator has established appropriate systems for dialogue and communication between the board and staff to ensure that the board maintains a good knowledge of the organization?						
7.2	The district administrator and staff built effective working relationships with the officers of the board and committee chairs who are responsible for specific aspects of organizational governance?						
7.3	The working relationships among the district administrator, staff, and board are collegial?						

Comments (please type):

VIII.External Liaison and Public Image

The district administrator and board members are key players in establishing and maintaining positive relationships with the many groups that support the work of the District.

		Not Satisfied		Satisfied		Not Sure	
How satisfied are you that:		1	2	3	4	NS	
8.1	The district administrator maintains a positive professional reputation in the local community and is a good ambassador?						
8.2	The district administrator cultivates effective relationships with:						
a.	Community and business leaders?						
b.	Constituents?						
c.	Public officials?						
d.	Relevant professional organizations?						
e.	Parent groups?						
8.3	The district administrator is an articulate and knowledgeable spokesperson?						
8.4	The district administrator is well regarded by his or her professional peers in the area of education?						

Comments (please type):

IX. Board Perceptions of the Organization as a Whole

As the Board reviews the performance of the district administrator, it should also gauge its perceptions of the *general* operations and quality of the organization in the following areas. The responses to these questions may help to focus the board and district administrator's attention on specific areas of organization strength and limitations and will help to guide future organizational development efforts.

Degree of satisfaction regarding:		Not Satisfied		Satisfied		Not Sure	
		1	2	3	4	NS	
a.	Administration and operations						
b.	Curriculum development and delivery						
c.	Financial management						
d.	Student academic achievement results						
e.	Public relations / external communications / marketing						
f.	Long-range planning						
g.	Pupil support services for special need and students at risk						
h.	Overall quality of staff performance						
i.	Parent & community involvement/engagement						
j.	Application of technology to learning						
k.	Human resources management						
l.	Overall commitment to the District educational philosophy						
m.	Other: _____						

Comments (please type):

Open-Ended Questions (Please type your responses)

1. What have been the most significant achievements of the district administrator over the last year?
2. What are the major strengths of the district administrator?
3. What difficulties did the district administrator have in achieving his or her job expectations and objectives over the last year? What prevented goal achievement?
4. What external factors might have influenced the district administrator's performance?
5. In the last year, what difficult issues have faced the organization, and how did the district

administrator bring them to resolution?

6. What are some weaknesses in the district administrator's performance?

7. In what ways could the board better support the district administrator in his or her work?

8. List some suggested short-term personal development goals for the next year and how they might be achieved.

9. Additional comments:

Appendix III

Job Description Performance Ratings

(To be completed by each Board member in April and returned to the Board of Education President by May 15 for summarization and review in June.)

SUMMARY FORM

(To be completed by the Board of Education President based on performance ratings submitted by individual Board of Education members.)

Area	Add Total Points	Divided by	Average Score =
Leadership		5	
Administration		3	
School Board Policy		2	
Human Resource Management/Personnel		11	
Curriculum and Instruction		7	
Business and Finance		17	
Communication and Community Relations		5	
Planning		3	
Personal Qualities		5	

DISTRICT ADMINISTRATOR JOB PERFORMANCE RATINGS

Board Member Name: _____ **School Year:** _____

The district administrator is the chief executive of the school district. The administrator shall act in accordance with the policies, rules and regulations as established by the Board of Education and state and federal laws. The administration of the school district shall be delegated to the district administrator. The administrator in turn will delegate duties and authority to ensure the implementation of policies in the best interest of the students of the school district.

Please rate the district administrator in each of the following performance responsibilities using this scale:

-
- 1. Inadequate Performance:** Incompetent

 - 2. Limited Performance:** Needs strengthening, knowledge and/or experience. Specific need for professional growth experience.

 - 3. Satisfactory Performance:** Good knowledge and/or experience. Might benefit from professional growth experience.

 - 4. Superior Performance:** Comprehensive knowledge and experience. Capable of supervision, research, and planning. Could contribute to professional growth programs for others.

 - 5. Exemplary Performance:** Outstanding.

Leadership					
1. This Administrator supports and upholds the district Educational Philosophy.	1	2	3	4	5
2. This administrator strives to constantly focus on student achievement.	1	2	3	4	5
3. This administrator fosters and supports a positive school climate by developing relationships that inspire mutual trust, confidence, and respect, and by inspiring an environment of high expectations.	1	2	3	4	5
4. This administrator acts as the educational leader on the district by establishing and communicating a clear direction for the district.	1	2	3	4	5
5. This administrator shall foster new ideas, and shall act as a catalyst for change and innovative thinking and shall be accountable for the overall effectiveness of the district and its programs.	1	2	3	4	5

Comments:

Administration

1. The administrator will coordinate a management team consisting of all administrative personnel, and department coordinators.	1	2	3	4	5
2. The administrator shall have the responsibility to make rules and regulations to govern the routine matters of school district operation.	1	2	3	4	5
3. The administrator shall assume full responsibility for making all recommendations to the school board on all phases of school operation.	1	2	3	4	5

Comments:

School Board Policy					
1. The administrator shall be the professional advisor to the school board in the formulation of policies for the school system. He/she will also carry out policy evaluation and revision and make recommendations to the school board for proposed changes.	1	2	3	4	5
2. The administrator shall make sure that district policies are administered and executed fairly and consistently throughout the district.	1	2	3	4	5

Comments:

Human Resource Management/Personnel

<p>1. Organizational System</p> <p>A. The administrator shall establish and maintain an organizational system with clearly defined lines of authority and responsibility for all members of the school staff and committees, and shall be responsible for proper administration of the schools within this framework.</p>	1	2	3	4	5
<p>2. Staff Recruitment</p> <p>A. The administrator or delegated staff member shall be responsible for recruitment, selection and assignment of all employees needed in the school district.</p>	1	2	3	4	5
<p>B. The administrator shall have a well-defined hiring and recruiting process in accordance with district policy and applicable state and federal laws.</p>	1	2	3	4	5
<p>3. Staff Development and Training</p> <p>A. The administrator shall ensure that positive personnel practices are carried out within the district.</p>	1	2	3	4	5
<p>B. The administrator shall make recommendations to the school board regarding the employment and promotion of all personnel.</p>	1	2	3	4	5
<p>C. The administrator or designee shall develop, maintain, and evaluate a constructive program of in-service training and professional development for all employees of the school system.</p>	1	2	3	4	5
<p>4. Evaluation and Supervision</p> <p>A. The administrator will ensure that a staff supervision and evaluation program is carried out throughout the district.</p>	1	2	3	4	5
<p>B. The administrator shall assume complete responsibility for the evaluation of personnel who report directly to him/her and review the evaluations of all other administrators and as appropriate, teaching personnel of the district.</p>	1	2	3	4	5
<p>C. Plans for needed staff improvement shall be clearly defined and documented.</p>	1	2	3	4	5
<p>5. Contracts- Internal</p> <p>A. The administrator shall advise the school board during the formulation of and shall execute all contracts entered into by the school board and school district.</p>	1	2	3	4	5
<p>B. The administrator is responsible for all union negotiations and contracts.</p>	1	2	3	4	5

Comments:

Curriculum and Instruction					
1. The administrator shall ensure that the needs of all students are met within the Pulaski curriculum.	1	2	3	4	5
2. The administrator shall ensure fair and meaningful assessments to evaluate student progress.	1	2	3	4	5
3. The administrator shall provide evidence of student achievement to the board through a meaningful annual report of evaluation of data and assessments.	1	2	3	4	5
4. Recognizing that the curriculum of the school district is the most important part of the program, the administrator and his/her staff will make sure that the district maintains the highest academic level of programming possible for all students.	1	2	3	4	5
5. The administrator shall prepare or have a designee prepare for his/her approval the content of each course of study in the district curriculum and keep the school board apprised of the district curriculum.	1	2	3	4	5
6. The administrator shall seek approval of the school board for changes in the curriculum and the adoption of new instructional materials, as mandated by law.	1	2	3	4	5
7. Provide evidence of student achievement to the school board through a meaningful annual report of evaluation data.	1	2	3	4	5

Comments:

Business and Finance

1. Finance A. The administrator shall provide an annual audit as required by the Wisconsin Department of Public Instruction.	1	2	3	4	5
2. Business Services A. The administrator shall ensure that accurate and user-friendly business services and procedures are in place.	1	2	3	4	5
3. Contracts- External A. The administrator shall advise the school board during the formulation of and execution all contracts entered into by the school board and the school district.	1	2	3	4	5
B. The administrator shall follow all board policies and utilize clear and equitable bidding procedures for all contracts.	1	2	3	4	5
4. Budget A. The administrator is responsible for the preparation and administration of a school district budget. It will be prepared and administered in compliance with board policy and state law.	1	2	3	4	5
B. The administrator shall prepare budget information for presentation to the school board, staff and the community.	1	2	3	4	5
C. The administrator shall ensure that the budget is driven by board approved priorities.	1	2	3	4	5
D. The administrator shall ensure that the budget process be clear and understandable.	1	2	3	4	5
E. The administrator shall ensure that no changes will be made in the budget without board approval.	1	2	3	4	5
5. Transportation A. Ensure that federal and state safety regulations are met.	1	2	3	4	5
B. The administrator shall ensure and demonstrate efficiency of operations.	1	2	3	4	5
6. Food A. The administrator shall ensure that all Federal food requirements are met.	1	2	3	4	5
B. The administrator shall demonstrate that students are being surveyed as to the food service being provided.	1	2	3	4	5
C. The administrator shall manage the food program to be as self-sustaining as possible.	1	2	3	4	5

Business and Finance (Continued)

7. Asset Management	1	2	3	4	5
A. The administrator shall be responsible for the planning and use of all school facilities and will be responsible for the control and supervision of all school buildings, grounds, and equipment, subject to the policies and regulations adopted by the school board.					
B. The administrator shall recommend plans for maintenance programs and renovations of the school property and for new construction and he/she shall be responsible that all such plans, once approved by the school board, are properly executed.	1	2	3	4	5
C. The administrator shall ensure that a plan for inventory management and maintenance records is in place.	1	2	3	4	5

Comments:

Communication and Community Relations

1. The administrator will ensure that the district maintains positive school-community relations. This will be a cooperative effort between the school board, administrators, teachers and the support staff.	1	2	3	4	5
2. The administrator shall relate to staff members, parents, citizens and agencies of the community and other educational agencies.	1	2	3	4	5
3. The maintenance of both internal and external communications is the responsibility of the administrator.	1	2	3	4	5
4. The administrator shall keep the board apprised of the success of policies adopted, the general condition of the school system, and problems requiring school board consideration.	1	2	3	4	5
5. The administrator shall endorse numerous methods of communication such as web sites, newsletters, surveys and focus groups to ensure productive communication.	1	2	3	4	5

Comments:

Planning

1. The administrator will establish both short and long range planning processes resulting in short term and long-range goals for the district.	1	2	3	4	5
2. The administrator shall keep the school board informed of the school district's progress toward achieving its goals and objectives.	1	2	3	4	5
3. Evaluation of goals shall be reported annually to the appropriate constituencies.	1	2	3	4	5

Comments:

Personal Qualities

1. The administrator shall attempt to maintain good health.	1	2	3	4	5
2. The administrator shall represent the Pulaski Community School District in a professional manner.	1	2	3	4	5
3. The administrator shall be a respected member of the civic and educational community.	1	2	3	4	5
4. The administrator shall write and speak clearly and effectively.	1	2	3	4	5
5. The administrator shall remain poised in the face of crisis or difficulties.	1	2	3	4	5

Comments:

Summary and Overall Comments:

Final, summarized copy presented to District Administrator:

Board President's Signature/Date
Signature/Date

District Administrator's

Appendix IV

EVALUATION OF THE SUPERINTENDENT

Please circle the appropriate performance score with 5 being the most skilled and 1 being the least skilled. A score of 1 indicates the performance of this behavior is essentially poor, a 5 indicates exceptional performance. (If you lack sufficient knowledge to evaluate an area, or if it is not applicable, please select "N" for that competency.)

How well does this person perform this competency? The Board of Education has chosen to use a 4 point rating scale and has aligned the rating terminology to align with the ratings used in the Administrators and Professional Staff Effectiveness Project Evaluation Model. As a reminder, the expected level of performance is (3) Effective and experiences with the person being evaluated should guide raters to their scores if the person being evaluated will be rated a 1, 2, or 4. In order to provide valuable feedback, the Board has directed that comments, with examples when possible, are required for all ratings of 1, 2, or 4.

Please use the following scale for your evaluation:

(4) Distinguished: The Superintendent exceeds the behavior and skill expectations in this area and serves as a role model for others.

(3) Effective: The Superintendent consistently meets the behavior and skill expectations in this area.

(2) Developing (new superintendent) / Needs Improvement (experienced Superintendent): The Superintendent attempts but inconsistently meets behavior and skill expectations in this area.

(1) Unacceptable: The Superintendent rarely meets behavior and skill expectations in this area.

(N) Not Applicable or Not Observed

LEADERSHIP

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| <p>1. Leads by example
 Guides, directs, and positively affects the actions and results of individuals and groups. Serves as a spokesperson for the school district. Models appropriate value systems, ethics and moral leadership.</p> | N | 1 | 2 | 3 | 4 | 5 | | | | |
| <p>2. Displays a sense of mission and vision
 Promotes the school district's stated mission, beliefs/philosophy, vision and exit expectations.</p> | | | N | 1 | 2 | 3 | 4 | 5 | | |
| <p>3. Promotes high standards
 Empowers others to reach high levels of performance. Establishes and communicates goals and high standards for self and others.</p> | | | N | 1 | 2 | 3 | 4 | 5 | | |
| <p>4. Delegates and shares power and responsibility
 Delegates responsibility and authority appropriately. Directs, coaches and supports independent action while following up to ensure results.</p> | | | | N | 1 | 2 | 3 | 4 | 5 | |
| <p>5. Recognizes and credits others for their professional efforts
 Publicly acknowledges contributions of others; speaks of staff in positive terms; seeks and share the expertise of others.</p> | | | | | N | 1 | 2 | 3 | 4 | 5 |

Comments relative to Leadership:

POLICY AND GOVERNANCE

6. Recommends policies to the board
Continually reviews the need for policies and takes the initiative in recommending policies for board adoption. N 1 2 3 4 5
7. Implements board policies
Implements policies once they are adopted. N 1 2 3 4 5
8. Is knowledgeable about general and special education
Has the requisite knowledge base to administer the school district's programs. N 1 2 3 4 5

Comments relative to Policy and Governance:

COMMUNICATION AND COMMUNITY RELATIONS

9. Communicates effectively with constituencies
Communicates effectively with members of the district leadership team and teachers. Seeks input and feedback, provides information in a timely fashion, and expresses ideas in a clear and effective manner. N 1 2 3 4 5
10. Articulates needs of the school district
Clearly communicates the needs of the school district and its programs. N 1 2 3 4 5
11. Actively listens and provides appropriate feedback
Provides supportive environment for expressing and clarifying ideas and suggestions and for clearly articulating perceived problems and/or solutions. N 1 2 3 4 5
12. Develops positive public relations
Articulates district purpose and practices to the community and media. Requests and responds to feedback. Applies communications skills to strengthen school district support. Maintains effective relationships with the news media. N 1 2 3 4 5
13. Builds coalitions/consensus
Builds coalitions with municipal government and community boards to gain financial and programmatic support. Demonstrates consensus building and conflict mediation. Balances school district demands in the best interest of children. N 1 2 3 4 5

Comments relative to Communications and Community Relations:

ORGANIZATIONAL MANAGEMENT

14. Works collaboratively
Fosters a participatory management process. Develops and maintains smooth and effective working relationships by promoting good morale and loyalty with member districts. N 1 2 3 4 5
15. Plans, organizes and follows through effectively
Prioritizes tasks, foresees problem areas and seeks strategies to address the problems. N 1 2 3 4 5
16. Applies problem solving process
Seeks appropriate input from all involved and takes into account all relevant information as part of the problem solving process. N 1 2 3 4 5

17. Ensures appropriate financial oversight and management Makes sound, thoughtful financial decisions with an eye on the long-term, ongoing solvency of the district.	N 1 2 3 4 5
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Comments Relative to Organizational Management:

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MANAGEMENT

18. Supports curriculum development, implementation and assessment Encourages varied and appropriate methods for designing curriculum. Supports the development of strategic plans to put the curriculum and assessment plans into practice. Monitors student achievement. Develops and implements content standards.	N 1 2 3 4 5
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19. Supports training and growth Monitors staff training needs and supports training programs and materials to improve curricular and assessment needs. Establishes the proper use of learning and information technologies.	N 1 2 3 4 5
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Comments relative to Curriculum Development and Instructional Management:

HUMAN RESOURCE MANAGEMENT

20. Hiring practices Develops and implements approaches to attract highly qualified professionals to the school district. Provides candidates, and new hires, with information relative to the mission, beliefs/philosophy, vision, exit expectations and goals of the school district.	N 1 2 3 4 5
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21. Motivates others Provides recognition, encouragement and constructive criticism.	N 1 2 3 4 5
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22. Fosters team-building Stretches the abilities of team members, encourages educated risk taking and supports team objectives.	N 1 2 3 4 5
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23. Is creative and innovative Consistently looks for better ways of doing things – is willing to take risks and encourages positive change.	N 1 2 3 4 5
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Comments relative to Human Resource Management:

ASSESSMENT OF SUPERINTENDENT GOALS:

Based upon the goals identified by the superintendent, the Board will evaluate the superintendent's performance relative to the goals that he/she identifies at the beginning of the school year.

<i>Superintendent Goal #1: (insert goal here)</i>	N 1 2 3 4 5
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<i>Superintendent Goal #2: (insert goal here)</i>	N 1 2 3 4 5
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<i>Superintendent Goal #3: (insert goal here)</i>	N 1 2 3 4 5
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OVERALL COMMENTS:

Strengths:

Needs Improvement:

Future Goals Identified by the Board:

Thank you for your very important feedback!

