

McPherson County Schools Superintendent Evaluation Form

The following list provides the board with a step-by-step checklist:

- **All board members** will participate in the evaluation process
- The board will execute the evaluation process utilizing the following documents: the board adopted evaluation instrument, the superintendent job description, the superintendent contract; and, superintendent/district performance goals
- The board will periodically review and **adopt a job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties
- The board will adopt a **timeline** for conducting the superintendent evaluation
- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president
- The board president will distribute the superintendent's self-evaluation, blank evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results
- The board president will **contact the board attorney** for advice regarding the proper method of executing the evaluation during a scheduled meeting of the board

***Note:** It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to prevent the board the risk of violating the Nebraska Open Meetings Act. The Association strongly advises the board president to contact the school attorney to ascertain his/her position in regards to evaluation of the superintendent.*

- If the board determines pursuant to legal advice to conduct the evaluation in executive session, consider the following guidelines:
 1. Dismiss the superintendent from the closed session to discuss the summary of the evaluation
 2. Ask the superintendent to join the board in closed session and collaboratively review the evaluation with him/her
 3. Identify areas of improvement, goals for the superintendent /district with supporting performance indicators and a timeline for progress reports and/or deadlines
- If the board carries out the evaluation process during a regular meeting of the board in **open session**, each board member should participate in the discussion providing their perspective of the positive qualities the superintendent has exhibited during the past year and any areas of growth or improvement the superintendent might address

Leadership Standard 1: Operations Leadership

The superintendent will provide leadership to the Board of Education in carrying out the vision and daily operations of the district.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
1.1 Oversees and directs all activities of the school system according to board policy and assumes responsibility for everything that occurs in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Articulates and promotes high expectations for teaching and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Provides leadership to the board in the annual establishment of short- and long-term district goals that support student achievement and the school improvement process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4 Systematically reports to the board on the status of the adopted district goals and the school improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5 Maintains a general knowledge of educational and professional trends through participation in national and state workshops and conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6 Supervises the district's compliance and reporting requirements within all NDE rules, accreditation standards, and state and federal law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1.7 Represents the district in its dealings with other school systems, agencies, institutions, community organizations, the media, and in legislative and legal matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8 Maintains effective relationships with legislative representatives, NDE personnel, and Educational Service Unit administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership Standard 2: Staff Leadership

The superintendent will provide leadership to the Board regarding staffing of the district and evaluation of staff.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
2.1 Evaluates and makes recommendations for the appropriate staffing levels needed for the effective operation of the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Ensures that fair and effective evaluation processes are in place for all district personnel and that all staff are evaluated regularly according to board policy and applicable laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Ensures that job descriptions for all district personnel are maintained and updated regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Provides motivation and resources for staff members to engage in professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2.5 Provides leadership and oversight to the administrative team through regular communication, supervision, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6 Provides leadership to the board in the negotiations process with the district's recognized bargaining units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7 Handles personnel matters in a forthright, objective, and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership Standard 3: Board Relations Leadership

The superintendent will meet established requirements in preparing for and conducting board meetings.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
3.1 Provides leadership to maintain the board's focus on student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Develops, in cooperation, with the board president the agenda for each board meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>3.4 Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3.5 To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3.6 In cooperation with the board president, develops and maintains an annual board calendar that ensures timely consideration of: (a) routine matters requiring board approval, (b) follow-up reports requested by the board, (c) regular updates on district goals and the school improvement plan, (d) regular updates on student achievement data, and (e) continuous policy review</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3.7 Ensures that administrative recommendations to the board identify: (a) the situation necessitating the recommendation, (b) how the recommendation relates to district and/or school improvement goals and district policies, (c) the options reviewed and the reason for selecting this recommendation, (d) the benefit that is expected to result from the implementation, (e) the personnel that will be involved in or affected by the implementation, (f) the immediate and long-term cost of the implementation (g) how the staff will measure the results of the implementation, and (h) how and when progress will be reported to the board (see AIM document for format)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.8 Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities	□	□	□	□	□	
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Leadership Standard 4: Policy Leadership

The superintendent will provide leadership to the Board of Education in policy development and implementation.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
4.1 Provides leadership in the development and implementation of district policy	□	□	□	□	□	
4.2 Ensures policy is consistent with the requirements of state and federal law and NDE rules	□	□	□	□	□	
4.3 In cooperation with the administrative team, develops the necessary rules and regulations to carry out board policy	□	□	□	□	□	
4.4 In cooperation with the board, ensures that policies and supporting administrative rules and regulations are systematically reviewed and updated	□	□	□	□	□	

Leadership Standard 5: Financial Management

The superintendent will provide sound financial planning and management in assisting the Board of Education to support student achievement and district operations.

Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
5.1 Schedules timely and appropriate budget work sessions to ensure board input into the development of the district budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Develops the budget according to district policy and state requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Implements and manages the budget according to sound business and fiscal practices and district policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4 Recommends budget amendments when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5 Provides monthly financial reports, including comparable data (three-year history), to ensure the board is knowledgeable about the status of the budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6 Maintains the district's financial records and ensures that they are audited annually by a qualified accounting firm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership Standard 6: Facilities Leadership

The superintendent will provide leadership to the Board of Education regarding facilities planning.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
6.1 In cooperation with the board, maintains and updates a short and long-range plan that includes: (a) a schedule for the routine maintenance of all school properties, (b) a schedule for the repair and/or replacement of school equipment, and (c) a facilities needs assessment for future renovation or construction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Oversees the implementation of the facilities plan and ensures that the board is knowledgeable about the status of the facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership Standard 7: Community Relations

The superintendent will provide leadership to the Board in fostering a good working relationship with the public.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
7.1 Maintains accessibility and visibility in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 Acts as a unifying force within the district, striving to reconcile divergent viewpoints in order to do what is best for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Promotes and supports parent/student/community involvement in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.4 Demonstrates appreciation for and sensitivity to the diversity in the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.5 Effectively communicates the needs and successes of the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.6 Maintains a sound working relationship with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.7 Routinely creates opportunities to seek staff and community input on significant issues where and when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.8 Serves as an effective spokesman for the welfare of all members of the learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Leadership Standard 8: General Leadership Attributes

The superintendent will provide general leadership to the Board and District with the following attributes being a top priority.						
Performance Indicators	4 – Highest Rating / 1 – Lowest Rating					Comments to support rating
	4	3	2	1	Not Applicable	
8.1 Demonstrates ethical, trustworthy and professional behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Is cordial, patient, personable, and treats everyone fairly and with dignity and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4 Expresses ideas in a logical, forthright, and professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.5 Approaches work with enthusiasm, commitment, and integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.6 Is visible, listens, and promotes collaboration, teamwork, and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally.

Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

Superintendent

(Signature)

(Date)

Board President

(Signature)

(Date)