

EVALUATION FORM FOR SUPERINTENDENT OF SCHOOLS

As part of the process for evaluating the Superintendent's performance over the past year, each Board member is asked to complete the following form and return it in the enclosed envelope so that the views of individual members can be compiled in time for their meeting with the Superintendent.

Please be as specific as possible in your comments and list examples where appropriate. PART I addresses the six Interstate School Leaders Licensure Consortium Standards for School Leaders that were adopted by Maine's Legislature as specified in 1 Ed. Reg. 013. PART II provides an opportunity for comments related to the categories in the superintendent's job description.

1) (Interstate School Leaders Consortium Standards)

- a) Standard One: Setting a widely shared vision for learning. An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

What are his/her strengths and in what areas might he/she improve?

- b) Standard Two: Developing a school culture and instructional program conducive to student learning and staff professional growth. An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

What are his/her strengths and in what areas might he/she improve?

- c) Standard Three: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment. An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

What are his/her strengths and in what areas might he/she improve?

- d) Standard Four: Collaborating with faculty and community members, responding to

diverse community interests and needs, and mobilizing community resources An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

What are his/her strengths and in what areas might he/she improve?

- e) Standard Five: Acting with integrity, fairness, and in an ethical manner An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

What are his/her strengths and in what areas might he/she improve?

- f) Standard Six: Understanding, responding to, and influencing the political, social, legal, and cultural contexts An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

What are his/her strengths and in what areas might he/she improve?

2) PART II (Superintendent's Job Description):

- a) Superintendent/Board Relations - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in preparing and implementing the annual budget, in developing an agenda for Board meetings, in implementing Board policies, and in communicating with Board members.
- b) System Leadership - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in articulating a clear vision for the success of the school system, inspiring and leading members of the administrative team, conduct school and classroom visits, work with administration and the Board to evaluate strengths and weaknesses of all schools.
- c) Organizational Management - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in the oversight of accurate personnel records, pupil accounting records, and other records required by law, implementation of all laws, regulations and Board policies. Delegate responsibilities to appropriate personnel,
- d) Educational Program Leadership - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles

in conducting periodic audits of total school program, making recommendations to the Board for the educational advancement of the schools, oversee the revision of curriculum guides and courses of study. administer the development of a strong educational program.

- e) School Reform - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in staying abreast of current educational practice, state, national, international trends, identification of areas of school underperformance.
- f) Personnel Management - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in employing highly qualified competent teachers, support. and administrative personnel. facilitate professional development opportunities, collaborate with the Board and direct stastncotiations with professional and non-professional personnel.
- g) Supervision/Evaluation - What are his/her strengths and in what areas might he/she improve? Points of evaluation night included, but are not limited to, his/her roles in preparing and implementing a process for supervision and evaluation of all staff, directly or indirectly.
- h) School Finance/Budgeting - What are his/her strengths and in wliat areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in preparing and implementing the annual budget, establishing cllicient procedures and effective controls for expenditures, provide regulations for care and use of school properties, oversee financial reports.
- i) School Facility/Transportation Management - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to, his/her roles in oversecing a comprehensive facilities maintenance and improvement plan, recommending improvements in the transportation of pupils, provide leadership for emergency response planning,
- j) Community Relations - What are his/her strengths and in what areas might he/she improve? Points of evaluation might included, but are not limited to. his/her roles in representing the RSU in public arenas. Postering a cooperative working relationship between the RSU and town officials, facilitate a plan for communicating information to the public, including broadcasting Board meetings. publishing updates in town newsletters, keeping the website up-to-date, and using local media.

Adopted: October 6, 2015