

SUPERINTENDENT EVALUATION

The following statements describe various aspects of a superintendent and his or her work: personal qualities, relationships with the board, community relationships, staff and personnel relationships, educational leadership, and business and finance.

For each item, there are three possible choices:

3 = Strong

2 = Satisfactory

1 = Weak

Please mark the (one) choice that most accurately describes your experience as a board member. You are encouraged to include comments.

PERSONAL QUALITIES

		3	2	1	Comments
1	Defends principles and conviction in the face of pressure and partisan influence.				
2	Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.				
3	Earns respect and standing among professional colleagues.				
4	Devotes time and energy effectively to the job.				
5	Demonstrates ability to work well with individuals and groups.				
6	Exercises good judgment, forwards sensible ideas and utilizes democratic processes in arriving at decisions.				
7	Maintains poise and emotional stability on the job at all times.				
8	Possesses and maintains the health and energy necessary to meet the responsibilities of the position.				
9	Is suitably attired and well groomed.				
10	Expresses his/her ideas in a logical and forthright manner.				
11	Writes clearly and concisely.				
12	Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.				
13	Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.				
14	Maintains professional development by reading, coursework, conference attendance, working on professional committees, visiting other districts, and meeting with other superintendents.				

RELATIONSHIPS WITH THE BOARD

		3	2	1	Comments
1	Keeps the board informed on issues, needs, and operation of the school system.				
2	Offers professional advice to the board on matters requiring board action, with recommendations based on appropriate study and analysis.				
3	Interprets and executes the intent of board policy.				
4	Seeks and accepts constructive criticism of work.				
5	Supports board policy and actions in discussions with the staff and public.				
6	Has a harmonious working relationship with the board.				
7	Understands role in administration of board personnel policy, makes recommendations for employment or promotion of personnel in writing and with appropriate supporting data.				
8	Accepts responsibility for maintaining liaison between the board and personnel, working toward a high degree of understanding and respect between the board and staff.				
9	Treats all board members alike and promotes a harmonious working relationship within the board.				
10	Refrains from criticism of individual board members or the board as a whole.				
11	Displays ability to respectfully disagree with the board on an issue, without regard for its popularity, until a final decision is reached by the board.				

COMMUNITY RELATIONSHIPS

		3	2	1	Comments
1	Gains respect and support of the community on the conduct of operation of the schools.				
2	Solicits and gives attention to problems and opinions of all groups and individuals.				

3	Develops friendly and cooperative relationships with news media.				
4	Is visible to the public, and participates actively in community life and affairs.				
5	Works to be a community leader in public education.				
6	Works effectively with public and private agencies.				
7	Purposely engages the community to provide opportunities for input.				
8	Provides opportunities for students to meet and discuss the operation of the District.				

STAFF AND PERSONNEL RELATIONSHIPS

		3	2	1	Comments
1	Develops and executes sound personnel procedures and practices.				
2	Develops good employee morale and loyalty to the district.				
3	Treats personnel fairly, without favoritism or discrimination.				
4	Delegates authority to administrative personnel appropriate to the position each holds.				
5	Recruits and assigns the best available personnel in terms of their competencies.				
6	Encourages participation of appropriate employees and groups in planning, procedures, and policy interpretation.				
7	Evaluates performance of appropriate administrative personnel, giving commendation for good work as well as requirements for improvement.				
8	Insists on a high level of performance of duties by all school personnel.				
9	Seeks appropriate feedback on his/her performance from administration and other staff.				

EDUCATIONAL LEADERSHIP

		3	2	1	Comments
1	Understands and keeps informed regarding significant aspects of the instructional program.				
2	Implements the district's vision and improvement plan.				
3	Participates with staff, board, and community in analyzing and evaluating instructional improvement.				
4	Provides for and encourages an effective program of staff evaluation, and promotes improvement of job performance through professional development or other means.				
5	Inspires others to highest professional standards.				
6	Establishes appropriate standards for student conduct and implements corrective action when necessary.				
7	Bases instructional program decisions and recommendations on the best interests and needs of students.				
8	Develops and executes sound personnel procedures and practices which recruit and assign the best available personnel in terms of their competencies for the job.				
9	Maintains an appropriate balance of administrative staff involvement in the management and operation of the District as well as recommendations to the board.				

BUSINESS AND FINANCE

		3	2	1	Comments
1	Keeps informed on the needs of the school program – plant, facilities, equipment, and supplies.				
2	Provides financial operation oversight, insisting on competent and effective performance.				
3	Determines that funds are spent wisely, and adequate control and accounting are maintained.				

4	Evaluates financial needs and makes recommendations for adequate, prudent budgets.				
5	Recommends budgets within projected revenue that reflect the needs of students and represent the desires of the board, staff and community.				
6	Adequately informs the board of financial or management implications involved in collective bargaining with District employees.				

Superintendent Goal Summary 2008-2009

1 The FIRST priority of our school system will be student learning. To this end it is our goal that every student will be taught by skilled, high-quality teachers who provide effective and high quality instruction, and who are equipped with necessary tools and training. Elements of this goal will consider:

- Effective Hiring Practices.
- Effective professional development, including expansion of support for National Board Certification of Teachers.
- Effective Evaluation, Mentorship, and other practices to assist employees.
- Ongoing evaluation of curriculum and technology tools.

Strategy

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Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

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Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

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Desired Outcome	Timeline	Baseline	Measure for Growth

Superintendent Goal Summary 2008-2009

- 2** A Quality Learning Environment is important to effective learning. In order to provide a quality learning environment
- School and District Buildings will be maintained in a high standard of cleanliness, safety, and order.
 - Ongoing and timely preventative maintenance will be performed.
 - Replacement of the current Woodland High School will be a priority.
 - Planning for growth will be a proactive process, taking into consideration impacts of potential growth from changes in the economic, housing, and business environment of Woodland and surrounding communities.

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Superintendent Goal Summary 2008-2009

3 Our schools will provide opportunities for students to be exposed to and acquire twenty-first century career options and work skills. The District will explore opportunities to enhance career and technical education of students through:

- Effective partnerships with Community Colleges, business, industry, the Clark County Skills Center, and professional organizations and individuals.
- Adjustment and/or enhancement of career and technical education offerings in our secondary schools.

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Superintendent Goal Summary 2008-2009

4 Effective, two-way communication with our entire community is essential to maintaining and building trusting relationships with the community. Improving communication through the implementation of methods of communication will be employed as part of a district-wide communication plan, including but not limited to:

- Increased use of electronic media,
- Public meetings focused on interactive engagement,
- Focus groups that target various demographic groups within the community.
- Additional targeted strategies to reach community members without children in the public school system will be employed.

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Superintendent Goal Summary 2008-2009

- 5** The District will remain fiscally healthy through prudent and conservative fiscal management. Indicators of such management will be:
- Maintenance of a modest, yet healthy fund balance in the General Fund (4%-6%).
 - Operating with a balanced budget (revenues, without inter-fund transfers, equaling expenditures).
 - Identifying and implementing efficiencies in purchasing, contracting, and operations.

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

Strategy

Desired Outcome	Timeline	Baseline	Measure for Growth

OVERALL COMMENTS:

SIGNATURE OF SUPERINTENDENT

DATE

SIGNATURE OF BOARD PRESIDENT

DATE