

OFFICE OF THE SUPERINTENDENT

Millburn Public Schools

INFORMATION ITEM

October 19, 2009

To: Board of Education Members

From: Ellen E. Mauer, PhD

Subject: Superintendent Evaluation Form

Attached is the superintendent evaluation form that I am suggesting we use. If you want to change it in any way, we can do that. What we currently have in place is a narrative. This would add some structure.

Evaluation Process of the Superintendent

The intent of the evaluation process is to:

- Contribute to the harmonious working relationship between the BOE and the superintendent.
- Clarify the role of the superintendent and the BOE for all BOE members.
- Inform the superintendent of strengths and areas of concern.
- Provide an understanding of the differences in ideas and expectations of individual BOE members.
- Provide the highest quality and effective leadership for the school district.

The BOE will meet the superintendent in executive session at which time the superintendent will share his annual self-reflection. The BOE can share its preliminary feelings and concerns with the superintendent. After receiving the superintendent's self-reflection, each BOE member will complete the evaluation tool for the superintendent. Each BOE member's individual evaluation will be shared with the superintendent as well as the BOE president. The BOE president will meet in executive session with the BOE members to arrive at consensus on each area. The BOE president will then meet with the superintendent to present the consensus evaluation. Finally, the BOE and the superintendent may choose to meet in executive session to discuss the process and the results.

Each BOE member shall use the rating scale in assessing and evaluating the superintendent's performance in each area:

- Meets Expectations
- Does Not Meet Expectations

Additionally, each BOE member is encouraged to comment on specific areas, to offer suggestions for improvement, and to provide specific examples.

Goal setting is the last component of the evaluation process. The goals of the superintendent should be reviewed and updated along with the self-reflection each year for the review of the BOE. Goals should be agreed upon prior to July 1 of each year.

Superintendent Evaluation Tool

Board/Superintendent Relationship

- A. Informs the BOE with timely communications.
- B. Responds to concerns and the needs of the entire BOE and individual BOE members in a timely manner.
- C. Presents important issues to the BOE and makes appropriate recommendations for BOE action.
- D. Provides the BOE with facts, information, and reports to insure the BOE is able to make informed decisions.
- E. Implements BOE decisions.
- F. Deals fairly with all BOE members.
- G. Accepts responsibility for maintaining liaisons between the BOE and school personnel.
- H. Advises the BOE on the need for new and revised policies and ensures that policies of the BOE are implemented.
- I. Reports and seeks BOE input regarding any matter not covered by BOE policies.

_____ Meets Expectations

_____ Does Not Meet Expectations

Comments:

Personnel Supervision and Evaluation

- A. Conducts an annual confidential evaluation of managerial and administrative personnel.
- B. Supervises a comprehensive personnel evaluation system.
- C. Assumes responsibility for recommending to the BOE the recruitment, selection, assignment, promotion, dismissal, and evaluation of all personnel.
- D. Organizes staff so that decision making takes place at appropriate levels in an effort to maintain a proper chain of command.
- E. Makes effective use of staff.
- F. Resolves disciplinary issues fairly.
- G. Reports any violation of regulations by staff to the BOE and takes appropriate action.

- H. Provides guidance for continuing growth and professional development of all staff.
- I. Fosters a good relationship with leadership of employee collective bargaining groups.

_____Meets Expectations

_____Does Not Meet Expectations

Comments:

Fiscal Accountability and Budget Preparation

- A. Guides the process of fiscal planning and budget development.
- B. Proposes a budget which balances educational objectives, financial concerns, and represents BOE direction.
- C. Presents appropriate and realistic financial requests and recommendations for BOE actions.
- D. Responds creatively to the BOE and community concerns and provides options for BOE consideration.
- E. Administers the budget and keeps spending on line items within limits.
- F. Presents the budget logically and understandably.

_____Meets Expectations

_____Does Not Meet Expectations

Comments:

Student Relations

- A. Is visible and respectful to the students.
- B. Confers periodically with students.
- C. Provides for student needs to be addressed through appropriate means.

_____Meets Expectations

_____Does Not Meet Expectations

Comments:

Planning and Goals

- A. Works with the BOE to establish and prioritize goals for the district in the areas of educational planning, fiscal planning, and facilities planning.
- B. Mobilizes the staff toward the attainment of district goals.
- C. Establishes clear short term working goals and is able to prioritize and accomplish everyday items.

_____Meets Expectations

_____Does Not Meet Expectations

Comments:

Public Relations/Communications

- A. Works with the BOE and community groups to share school information with the community.
- B. Promotes positive public relations and a positive professional image in the community.
- C. Is open and sensitive to community concerns and desires regarding the educational system.
- D. Participates in community life and events.
- E. Speaks clearly and effectively.
- F. Writes logically, concisely, and clearly.
- G. Responds in a timely manner to voicemail and email.
- H. Provides necessary information to BOE members, BOE committees, and the community.
- I. Treats the community and the BOE with respect.
- J. Strives to build a strong positive attitude toward the schools.

_____Meets Expectations

_____Does Not Meet Expectations

Comments:

Superintendent Goals

For the _____ school year, the superintendent goals are set as follows:

Superintendent Evaluation Process

July 2006 – June 2007

Information taken from IASB course “Constructive Superintendent Evaluation”

This is a proposed revision of the evaluation process for the Millburn District 24 Superintendent. This process used should allow for the fact that there are seven evaluators. Each board member should fill out an evaluation form on their own. Once completed, it is submitted to the Board President. The Board President takes their “best” shot at compiling all of the comments into a single written document. The draft of the consolidated evaluation is distributed to all the board member for their review prior to a scheduled executive session. At the executive session, copies of the initial seven individual evaluations forms are distributed to each board members to review as the draft evaluation is discussed. Any suggested changes to the consolidated draft evaluation are discussed and incorporated with the consensus of the board. Once finalized, the evaluation is discussed with the Superintendent by the Board President.

Items to remember:

Three Distinctive Differences:

The board’s evaluation of the superintendent is different from other personnel evaluation in the following ways:

1. There are multiple evaluators.
2. The evaluators have limited knowledge of the job.
3. The evaluators have limited opportunities to oversee performances.

Three Principles to Guide Evaluations:

1. Focus on the results obtained from the superintendent’s work, not primarily on methods or on individual job competencies.
2. Design the evaluation to reinforce the accomplishment of organizational goals.
3. Provide opportunities for the board to reach consensus – to speak with one voice- on expectations for performance and assessment of success.

S.M.A.R.T.

- **Simple** – the item addresses a single issue and is easily understood
- **Measurable** – success on the item can be either measured or observed
- **Attainable** – the expected performance and results are realistic and within the superintendent’s span of control
- **Results-oriented** – success on the item represents a significant benefit for the district, one that’s in line with larger organizational goals
- **Time-bound** – the item clearly indicates with the board expects to see results