

# EVALUATION OF THE SUPERINTENDENT SCHOOL COMMITTEE

CBI-E

## A. RELATIONSHIPS WITH SCHOOL COMMITTEE

<b>The Superintendent:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Keeps Committee informed on a timely basis of issues, needs, and operation of the school system.				
2. Offers professional advice to the Committee on items requiring Committee action, with appropriate recommendations based on thorough study and analysis.				
3. Interprets and executes the intent of the Committee policy and strives to update when necessary.				
4. Seeks and willingly accepts constructive criticism of his/her work.				
5. Has a harmonious working relationship with the Committee.				
6. Understands the Superintendent's role in administration of Committee policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, as necessary, and accepts responsibility for his/her recommendation.				
7. Is dependable and consistent in accomplishing Committee directives.				
8. Accepts responsibility for maintaining liaison between the Committee and personnel, working to promote a high degree of understanding and respect between the staff and the Committee and Committee and the staff.				
9. Strives to treat all Committee members equally.				
10. Refrains from criticism of individual Committee members.				
11. Goes immediately and directly to the Committee when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the Committee, in an earnest effort to resolve such difference immediately.				
12. Bases his/her position with regard to matters discussed by the Committee upon principle and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time he/she supports the decision of the Committee.				

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**The Superintendent:** **4      3      2      1**

- 13. Serves as Secretary to the Committee as required by law.
- 14. Serves as an ex officio member of all school system/Committee committees, attending meetings as specified by the Committee
- 15. Advises and recommends action by the Committee as appropriate concerning student and staff disciplinary issues.
- 16. Assists the Committee in developing annual and long-range goals for the school system.
- 17. Represents the school system with the media and other groups as deemed appropriate by the Committee.
- 18. Performs such other tasks as may be assigned by the Committee.
- 19. Supervises the effective carrying out of all constitutional or statutory laws, federal and state, and School Committee policies.
- 20. Establishes and maintains a sound organization structure which will provide all essential functions of the school system; and recommends,

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for School  
Committee  
approval,  
organization  
revisions to  
meet  
changing  
conditions.

- 21. Ensures that the Committee complies with meet and consult requirements on educational policy issues.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

**B. COMMUNICATIONS/RELATIONSHIPS:** Effectively articulates to the School Committee, faculty and parents the successes of the schools as well as the needs; is equally capable of communicating well with audiences, small groups, and individuals. Recognizes the importance of both stimulating and reflecting community needs/wants regarding the education of students

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K-12. Remains visible and recognizes and involves the community as part of the school unit, visiting schools on a regular basis to remain aware of current developments. Have excellent people skills, the ability to recruit and retain high quality staff, strong personnel management practices and an understanding of collective bargaining issues and reports out to the School Committee on these standards.

**The Superintendent:** **4      3      2      1**

1. Interprets and clarifies the purposes and needs of the school system to the School Committee, staff, students and the public.
2. Consistently reports changes, recommendations and needs in a timely fashion
3. Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the schools.
4. Exercises leadership in the development and execution of the school-community relations program.
5. Represents the schools before the public, and maintains, through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed as to the activities, needs and successes of the schools.
6. Strives to develop effective working relationships with Town Government.
7. Presents a positive image by participating in community life as time permits.

8. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.				
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**COMMUNICATIONS/RELATIONSHIPS (continued)** **4      3      2      1**

- The Superintendent:**
9. Nominates to the Committee for employment the most qualified and competent teachers and administrators.

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- 10. Recommends to the Committee for approval the most qualified and competent support staff for employment.
- 11. Develops job descriptions for all staff, subject to Committee review and approval.
- 12. Evaluates the performance of central office staff members, Administrators, and Directors, giving commendations for goods work as well as constructive suggestions for improvement.
- 13. Handles employee grievances or problems in accordance with applicable Committee policies, collective bargaining agreements, and/or state/federal laws and regulations.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

**C. CURRICULUM/INSTRUCTION:**

**The Superintendent:** **4   3   2   1**

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1. Works with staff to identify skills and learning objectives which are appropriate to the student body; guides and assists professional staff in planning and implementation of instructional strategies that match the curriculum and student learning needs and recommends action to school committee.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

**D. LEADERSHIP:** Motivates, leads, guides and directs people. Commits to implementing the Mission and Vision Statement of the school system and Maine’s Learning Results.

**The Superintendent:** 4     3     2     1

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- 1. Facilitates the development of and implements a collaborative educational vision and assists the Committee in setting priorities for the school system.
  
- 2. Serves as the educational leader of the school system; performs job responsibilities using the Mission and Vision statement and Maine’s Learning Results as a guide.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

**E. ORGANIZATIONAL MANAGEMENT:**

**The Superintendent:** 4    3    2    1

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- 1. Believes in and understands participatory management; possesses good organizational skills, understands collective bargaining, has a working knowledge of school law, knowledge in the effective operations of organizations and in methods of resolving, when necessary, organizational conflicts.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

**F. SCHOOL FACILITY MANAGEMENT:** Has a good understanding of facilities management, including development of long-term maintenance plans, and budgeting/planning for future building needs.



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<b>The Superintendent:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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1. Makes recommendations to the Committee on buildings and equipment.
2. Develops and implements short and long-term maintenance plans for school buildings and grounds, delegating particular duties as the Superintendent deems appropriate.
3. Includes maintenance and other facilities/equipment needs in budget planning.
4. Develops and implements guidelines and procedures governing the use and care of school facilities and property.
5. Recommends to the Committee sales of surplus property no longer needed and authorizes the proper execution of such sales.

<b>TOTAL</b>	<input style="width: 50px; height: 20px;" type="text"/>
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Evidence:	
Strengths:	
Weaknesses:	

**G. SCHOOL FINANCE/BUDGETING:** Has a strong working knowledge of school finance, including budget development and management, the ability to effectively communicate with the Committee, staff, community and local municipal officials, and a clear understanding of federal, state, and local funding issues.

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**The Superintendent:** 4      3      2      1

1. Demonstrates the ability to perform effective financial forecasting and long and short-term financial planning.
2. Supervises the preparation and presentation of the annual budget and recommends it to the Committee for approval.
3. Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget.
4. Clearly explains proposed budgets, needs and priorities to the Committee, community, and local municipal officials.
5. Conducts all financial operations and purchasing within Committee policies and applicable state/federal laws/regulations.
6. Maintains appropriate financial accounts and ensures that audits are performed on an annual basis.
7. Provides prior notice to the Committee when there is need to depart from Committee policy in any financial matter.

**TOTAL**

Evidence:

  
  
  

Strengths:

  
  
  

Weaknesses:

**H. SCHOOL IMPROVEMENT:** Has a commitment to supervise and evaluate school programs in the spirit of continuous improvement, an understanding of educational practices, research, and

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national/state/local initiatives, including Maine’s Learning Results, and the ability to frame issues for discussion, reach timely decisions, and implement change.

**The Superintendent:** **4    3    2    1**

- 1. Ensures that there is a comprehensive system of student assessment in place.
- 2. Ensures that the educational program complies with Committee policies and applicable state and federal laws/regulations.
- 3. Facilitates development of an organizational culture which focuses professional development and the improvement of student achievement.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

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**I. STAFF DEVELOPMENT:**

**The Superintendent:** **4      3      2      1**

- 1. Commits to and fosters continuous staff (including self) improvement and emphasizes both system wide and individual development.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

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**J. SUPERVISION/EVALUATION:**

**The Superintendent:** **4    3    2    1**

- 1. Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues.

**TOTAL**

Evidence:	
Strengths:	
Weaknesses:	

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**K. PERSONAL QUALITIES:**

**The Superintendent:** **4      3      2      1**

1. Maintains high standards of ethics, honesty, integrity in all personal and professional matters.
2. Demonstrates the ability to work well with individuals and groups.
3. Exercises good judgment and democratic process in arriving at decisions.
4. Maintains poise and emotional stability in the full range of his/her professional activities.
5. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events in a large group meeting.
6. Maintains professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents.

**TOTAL**

Evidence:

  
  
  

Strengths:

  
  
  

Weaknesses:

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**Superintendent of Schools Performance Rubric**

<p style="text-align: center;"><b>4. Distinguished</b></p> <ul style="list-style-type: none"> <li>➤ Results demonstrate <i>a superior</i> knowledge of performance responsibilities</li> <li>➤ Performance <i>exceeds</i> District Expectations</li> <li>➤ A strong performer who uses a range of leadership skills in response to</li> </ul>	<p style="text-align: center;"><b>2. Basic</b></p> <ul style="list-style-type: none"> <li>➤ Results demonstrate an uncertain and/or superficial knowledge of performance responsibilities</li> <li>➤ Performance is inconsistent in meeting District expectations</li> <li>➤ An inconsistent performer who demonstrates marginal use of leadership skills in response to</li> </ul>
<p style="text-align: center;"><b>3. Proficient</b></p> <ul style="list-style-type: none"> <li>➤ ➤ Results demonstrate a strong knowledge of performance responsibilities</li> <li>➤ ➤ Performance meets District Expectations</li> <li>➤ A reliable performer who uses</li> </ul>	<p style="text-align: center;"><b>1. Unsatisfactory</b></p> <ul style="list-style-type: none"> <li>➤ Results demonstrate a poor understanding of professional responsibilities</li> <li>➤ Performance does not meet District Expectation</li> <li>➤ A poor performer unable and/or unwilling to use leadership skills crucial to effective school</li> </ul>

Revised September 10, 2012