

EVALUATION OF THE SUPERINTENDENT SCHOOL COMMITTEE
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A. RELATIONSHIPS WITH SCHOOL COMMITTEE

The Superintendent:	4	3	2	1
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.

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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B. COMMUNICATIONS: 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.

The Superintendent:	4	3	2	1
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1. Interprets and clarifies the purposes and needs of the school system to the School Committee, staff, students and the public.
2. Listens; responds to opportunities to hear what staff, parents, students, community members want to convey; and seeks input and feedback by initiating occasions for conversational exchange, both formal and informal.
3. Assumes responsibility for the overall direction and execution of the school system’s public information program designed to communicate objectives, needs, problems, and accomplishments of the system to students, staff, parents and the general public.
4. Consistently reports changes, recommendations and needs in a timely fashion

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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C. COMMUNITY RELATIONS/SCHOOL RELATIONS: Recognizes the importance of both stimulating and reflecting community needs/wants regarding the education of students K-12, displays the ability to relate positively to the public at large, in groups, and with individuals. Remains visible and active in community affairs; views the community/school system relationship as a partnership that recognizes and involves the community as part of the school unit. Visits schools on a regular basis to remain aware of current developments.

The Superintendent:

4 3 2 1

1. Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the schools.
2. As the Committee deems appropriate attends, or delegates a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.
3. Confers periodically with professional and lay groups concerning the school program and transmits to the School Committee suggestions gained from such conferences.
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. Participates in the life of the community through personal involvement.
7. Represents the District in its dealings with other school systems, institutions, encourage, guide and support the staff.
8. Frequently visits each school to be aware of current developments and to encourage, guide and support the staff.
9. Continually works toward gaining the respect and support of the community by understanding the needs and perspectives of various community groups
10. Solicits and gives attention to problems and opinions of all groups and individuals.
11. Develops friendly and cooperative relationships with the news media.
12. Strives to develop effective working relationships with Town Government.

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- 13. Presents a positive image by participating in community life as time permits.
- 14. Achieves recognition as a leader in public education.

TOTAL

Evidence:

Strengths:

Weaknesses:

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D. CURRICULUM/INSTRUCTION: 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.

The Superintendent:	4	3	2	1
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1. Administers the development and maintenance of a positive educational program designed to meet the needs of the community and carries out the policies of the School Committee
2. Studies and revises, with the staff, all curriculum guides and courses of study, on a continuing basis.
3. Recommends to the School Committee for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.
4. Conducts a periodic audit of the total school program, and advises the School Committee on recommendations for the educational advancement of the schools.
5. Ensures that policies, procedures, and school rules promote a safe, respectful and healthy school environment.

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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E. 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**

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.
3. Communicates the educational vision and priorities effectively to staff, students and community.
4. Attends conventions and conferences to keep abreast of latest educational trends, as the Committee deem appropriate.

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

F. ORGANIZATONAL MANAGEMENT: Believes in and understands participatory management; possesses good organizational skills, understands collective bargaining, has a working knowledge

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of school law, knowledge in the effective operations of organizations and in methods of resolving, when necessary, organizational conflicts.

The Superintendent:	4	3	2	1
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1. Holds (or causes to be held) such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.
2. Develops, maintains and administers an organization designed to effectively present instruction and educational activities for students enrolled, and provides for proper span of control and delegation of responsibility and authority.
3. Causes a systematic plan for the conduct of the affairs of the school system to be implemented through personnel, instruction, business, human relations, information, and related activities.
4. Supervises the effective carrying out of all constitutional or statutory laws, federal and state, and School Committee policies.
5. Exercises authority to make such rules and give such instructions to school employees and students as may be necessary to implement laws, regulations and School Committee policies.
6. Directs, administers, coordinates and controls, through subordinates, the education program and the operations of all schools in the system.
7. Directs and administers, through subordinates, the school system staff development; the continued development and coordination of curriculum; and the special education services.
8. Delegates at own discretion to other employees of the School Committee the exercise of any powers or the discharge of any duties with the knowledge that the delegations of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.
9. Establishes and maintains a sound organization structure which will provide all essential functions of the school system; and recommends, for School Committee approval, organization revisions to meet changing conditions.
10. Establishes with the approval of the School Committee, rules and regulations needed for the direction and control of staff and students.

TOTAL

F. ORGANIZATONAL MANAGEMENT: (continued)

Evidence:

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Strengths:

Weaknesses:

G. STAFF/PERSONNEL RELATIONSHIPS: Has 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.

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The Superintendent:

4 3 2 1

1. Develops and implements a hiring process that complies with applicable state and federal laws and attracts the most qualified candidates.
2. Nominates to the Committee for employment the most qualified and competent teachers and administrators.
3. Recommends to the Committee for approval the most qualified and competent support staff for employment.
4. Develops job descriptions for all staff, subject to Committee review and approval.
5. Communicates with various staff representatives as necessary to develop a good staff morale and loyalty to the organization.
6. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
7. Delegates authority to staff members appropriate to the position each holds.
8. Establishes and achieves high standards of performance from staff.
9. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
10. Evaluates the performance of central office staff members, Administrators, and Directors, giving commendations for goods work as well as constructive suggestions for improvement.
11. Handles employee grievances or problems in accordance with applicable Committee policies, collective bargaining agreements, and/or state/federal laws and regulations.
12. Ensures that the Committee complies with meet and consult requirements on educational policy issues.

TOTAL

G. STAFF/PERSONNEL RELATIONSHIPS: (continued)

Evidence:

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Strengths:

Weaknesses:

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

The Superintendent:	4	3	2	1
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1. Makes recommendations to the Committee on the location and size of new school sites and additions to existing sites; the location and size of new buildings on sites; plans for new school buildings; appropriates for sites and buildings; and improvements, alterations and changes in 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.

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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I. 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.

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:	

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J. SCHOOL IMPROVEMENT: Has a commitment to supervise and evaluate school programs in the spirit of continuous improvement, an understanding of educational practices, research, and 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
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1. Develops, implements, and monitors the change process to improve the educational program.
2. Is familiar with current research and educational issues.
3. Involves the staff and community in plans to improve the educational program.
4. Ensures that there is a comprehensive system of student assessment in place.
5. Informs and advises the Committee about educational programs and instructional practices in the schools.
6. Communicates effectively with the staff, students, and the community about educational trends, curriculum needs, and instructional programs.
7. Ensures that the educational program complies with Committee policies and applicable state and federal laws/regulations.
8. Ensures that administrators and teachers communicate student progress and school curricula to parents on a regular basis.
9. Facilitates development of an organizational culture which focuses professional development and the improvement of student achievement.
10. Reports results of program evaluations and any changes under consideration.

TOTAL

J. SCHOOL IMPROVEMENT: (continued)

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Evidence:

Strengths:

Weaknesses:

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K. STAFF DEVELOPMENT: Commits to and fosters continuous staff (including self) improvement and emphasizes both system wide and individual development.

The Superintendent:	4	3	2	1
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1. Fosters an environment that encourages continuous learning and improvement on the part of school staff.
2. Develops and implements an effective system of staff development focused on improving the educational and operational programs of the schools, with appropriate input from the Committee, administration, and staff.
3. Provides reasonable opportunities for staff to participate in conferences, visitations and coursework within the framework of the school system’s budget.
4. Ensures that all staff are involved in the school system’s staff development opportunities.
5. Informs the Committee of staff development priorities, needs, and activities.

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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L. SUPERVISION/EVALUATION: 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.

The Superintendent: **4 3 2 1**

1. Develops and implements an effective system of supervision and evaluation for all staff, based on Committee policies and with appropriate input from administration and staff.
2. Oversees methods of teaching, supervision, evaluation, and administration in the schools.
3. Disciplines employees as necessary and report such actions to the Committee for final action.
4. Recommends salary changes or dismissal of staff members to the Committee for final action

TOTAL

Evidence:	
Strengths:	
Weaknesses:	

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M. PERSONAL QUALITIES:

The Superintendent:	4	3	2	1
1. Defends principle with conviction in the face of pressure and partisan influence.				
2. Maintains high standards of ethics, honesty, integrity in all personal and professional matters.				
3. Earns respect and standing among professional colleagues.				
4. Uses time and energy effectively.				
5. Demonstrates the ability to work well with individuals and groups.				
6. Exercises good judgment and democratic process in arriving at decisions.				
7. Is decisive in the ability to decide a definite course of action.				
8. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.				
9. Maintains poise and emotional stability in the full range of his/her professional activities.				
10. Uses language effectively in dealing with staff, Committee, and public.				
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, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents.				
15. Is aggressive and realistic in upgrading the public school.				

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TOTAL

M. PERSONAL QUALITIES: (continued)

Evidence:

Strengths:

Weaknesses:

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Superintendent of Schools Performance Rubric

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