

**SUPERINTENDENT'S EVALUATION - PART II
JOB PERFORMANCE / EXECUTIVE SKILLS**

PERFORMANCE RESPONSIBILITY #1: PROVIDING INFORMATION TO THE BOARD OF EDUCATION

Responsibility	NI	S	C	Comments
Keeps the Board informed on conditions and needs of schools in such areas as: Board policy, general operating procedures, personnel, curriculum, pupil instruction/evaluation, school plant, community relations, and other matters deemed necessary by the Superintendent to be brought to the attention of the Board.				
Provides the Board with necessary professional and technical information required for the Board's proper functioning in its decision making role, using various techniques: a. agenda and back-up material b. reports on major issues, problems, and needs affecting the district c. explanatory materials on "emergency" or "controversial" matters of community concern d. recommendations for personnel appointments, transfers, or termination of service.				
Maintains / fosters / encourages harmonious relationship with the Board by such means as: a. understands his role in administration of Board policy, and interprets and executes the intent of Board policy b. recognizes and accepts constructive criticism of his work c. works toward a high degree of understanding and respect between the staff and the Board and the Board and the staff d. remains impartial toward board members, treating all members alike e. bases decisions and recommendations upon principle, maintains that position without regard to popularity, and supports the ultimate decision of the Board.				

Evaluation Source A: Superintendent's reports, back-up material (readability, timeliness, accuracy, thoroughness).

Evaluation Source B: Appraisal of the helpfulness of the Superintendent's reports: Did the Superintendent provide the information, supporting data, and guidance needed by the Board to make decisions?

Evaluation Source C: Observations of interaction between the Board of Education and the Superintendent.

PARTICULAR EVIDENCE OF STRENGTHS IN THIS AREA _____

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PERFORMANCE RESPONSIBILITY #2: PLANNING AND BUDGET LEADERSHIP

Responsibility	NI	S	C	Comments
Plans for the educational and operational needs of the district, both on an annual and long term basis. a. keeps informed on needs of school program, plant facilities, equipment and supplies b. seeks recommendations from principals and teaching staff c. follows and interprets enrollment changes				
Plays a leadership role in the development of a responsible school district budget. a. plans the budget in terms of educational priorities b. presents justification for budget items to the Board in a manner which promotes full understanding c. keeps informed of educational grants available and encourages professional staff in drafting program proposals for the same				
Keeps Board informed on financial / budgetary matters. a. requests for funds unbudgeted items are examined in light of total expenditures and other un-met needs b. supplies Board with all pertinent financial information in a timely fashion c. makes recommendations to the Board on all financial matters				

Evaluation Source A: Appraisal of the Superintendent's ability to maximize the use of available resources and to provide valid rationale for budget items.

Evaluation Source B: Evidence that the Superintendent keeps the Board informed on all financial matters.

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PERFORMANCE RESPONSIBILITY #3: EDUCATIONAL LEADERSHIP

Responsibility	NI	S	C	Comments
Serves as educational leader in the school district. a. inspires others to highest professional standards b. provides for discussion of instructional program at Board meetings				
Is knowledgeable of the instructional program. a. provides democratic procedures in curriculum work b. utilizes the abilities and talents of the entire professional staff and lay people of the community				
Provides for program coordination, articulation, and review. a. maintains a planned program of coordination between various grade levels, and the elementary district and the high school b. organizes a planned program of staff evaluation and improvement				

Evaluation Source A: Appraisal of Superintendent's provision and quality of curriculum presentations to the Board and the public.

Evaluation Source B: Appraisal of planned curriculum review, and the quality of the same.

Evaluation Source C: Appraisal of the curriculum articulation and staff development program.

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PERFORMANCE RESPONSIBILITY #4: PERSONNEL MANAGEMENT

Responsibility	NI	S	C	Comments
Maintains high, clear, and fair standards of performance for all personnel. a. organizes a planned program of staff evaluation that encourages employee growth and provides for personnel decision making b. insists on written evaluation of performance responsibilities directly related to written job descriptions c. evaluates performances of staff members, giving commendation for good work as well as constructive suggestions for improvement				
Develops good staff morale. a. treats all personnel fairly, without favoritism or discrimination b. develops and makes use of adequate lines of communication c. delegates authority to staff members appropriate to the position each holds d. encourages participation of appropriate staff in planning, procedures, and policy interpretation				
Recruits and assigns the best available personnel in terms of their competencies and district needs. a. requires written job descriptions for all personnel, and periodically updates the same b. seeks replacements as soon as potential vacancies are known				

Evaluation Source A: Evidence of Superintendent's insistence on job performance, and the fair treatment of personnel.

Evaluation Source B: Appraisal of Superintendent's efforts and insight in matching staff abilities with district needs.

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PERFORMANCE RESPONSIBILITY #5: COMMUNITY SUPPORT

Responsibility	NI	S	C	Comments
Gains respect and support for the school district from the community. a. communicates with the citizenry through the district newsletter, correspondence, and meetings with community organizations.				
Employs and promotes excellent communication skills. a. writes clearly, thoroughly and concisely b. is an effective speaker when dealing with the staff, the Board and the public				
Develops effective and cooperative relations with the media.				

Evaluation Source A: Appraisal of the level, appropriateness and effect of the Superintendent's involvement with the community.

Evaluation Source B: Appraisal of the Superintendent's communication efforts and skills.

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PERFORMANCE RESPONSIBILITY #6: STATUTORY AND ADMINISTRATIVE CODE RESPONSIBILITIES

Responsibility	NI	S	C	Comments
Is knowledgeable of New Jersey Administrative Code and conducts performance accordingly. a. provides for the timely submission of all required State and Federal reports regarding the operation of the school district within the scope of his responsibility				
Keeps current on changes or additions to these statutory responsibilities				
Keeps Board informed on these areas; explains and discusses changes / amendments with the Board.				

Evaluation Source A: Appraisal of the Superintendent's conduct in reporting on the conditions of the school district, pupil progress, and general supervision of the schools.

Evaluation Source B: Evidence of Superintendent's knowledge of Administrative Code and any amendments.

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PERFORMANCE RESPONSIBILITY #7: PROFESSIONAL AND PERSONAL STANDARDS

Responsibility	NI	S	C	Comments
Serves as a source of inspiration to others for the achievement of the highest professional standards. a. defends principle and conviction in the face of pressure and partisan influence b. maintains high standards of ethics and honesty c. earns respect and standing among his professional colleagues d. encourages research and creativity among employees				
Continues to grow professionally as an educational leader. a. attends appropriate conferences, courses, school visitations, etc. b. participates in learning experiences with others				
Exhibits executive skills which promote the efficiency of the district. a. plans time so that matters of greatest importance are dealt with thoroughly b. organizes the staff so that appropriate decision making takes place at various levels rather than only at the superintendent's level c. periodically reviews and reorganizes staff assignments to take full advantage of individual competencies				
Demonstrates abilities to work well with individuals and groups. a. maintains poise and emotional stability in the full range of his professional activities				

Evaluation Source A: Appraisal of Superintendent's participation in professional development programs and activities

Evaluation Source B: Evidence of the Superintendent's efforts to function as an ethical, committed, efficient school leader.

Evaluation Source C: Appraisal of personal interaction with the Superintendent.

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