

DISTRICT 41

BOARD OF EDUCATION

SUPERINTENDENT EVALUATION

DF C79GG'H=A 9@=B 9'UbX'DF C798I F 9

(*ADMINISTRATIVE PROCEDURE #3:40 AP)

**Reviewed & Adopted: November 28, 2005
February 25, 2013**

**Revised: November 26, 2007
January 11, 2013
December 5, 2016**

GLEN ELLYN SCHOOL DISTRICT 41 SUPERINTENDENT EVALUATION PROCESS TIMELINE AND PROCEDURE

The superintendent's evaluation should be completed prior to March 31 of each year. Since the self-evaluation and Board review process takes approximately four weeks to complete, this activity should begin by February 1 of each year.

August

The Board will review the procedure to be followed for evaluating the Superintendent, and affirm performance goals.

November/December

The Superintendent will present a status report of professional goals and performance targets to the Board in a closed session.

February

The Superintendent will meet with the Board in a closed session to present a self-evaluation of the year's performance. The self-evaluation should include but is not limited to a review and current status of personal and system goals set during the previous evaluation.

Evaluation materials will be provided to Board members at the February meeting for their review and completion during March.

March

Following the self-evaluation report, each board member completes an evaluation summary and returns it to the President (or designee) for summation. Board members are to use the Superintendent Evaluation Standards and Benchmarks as set forth in 3:40 AP1 as criteria for their evaluation.

A written summary of the superintendent's performance should be provided for each of the six major categories. The Board and Superintendent may determine additional input measures as needed.

The President shall send Board members evaluation summaries to the full Board for review. Board members shall then submit comments to the President in seven calendar days to be included in the final evaluation summary. The Board president (or designee) will summarize the individual board member comments the final evaluation summary. This summary should reflect the consensus of the board.

The President and Vice President will meet with the Superintendent to review the results of the summary evaluation and will discuss aspects of the evaluation as deemed appropriate and status of the employment contract.

April

BOE Closed Session to review Superintendent evaluation and contract renewal terms as needed.

May

BOE Closed Session to review Superintendent contract renewal terms as needed.

June

Consent Agenda approval for all administrative staff contracts. Legal counsel prepares a Resolution for approval that stipulates the Superintendent has met the performance goals and terms for contract renewal.

The Superintendent should submit to the Board a written copy of personal and system goals for the following year. These goals should reflect the result of the exchange between the Board and the Superintendent described above.

**GLEN ELLYN SCHOOL DISTRICT 41
SUPERINTENDENT EVALUATION FORM (Revised)**

Superintendent: _____

Board Member's Name: _____ **Evaluation Date:** _____

Directions: Please complete this evaluation form and return it to the board president from compilation by _____. Using your judgment as to the superintendent's performance, which number most closely corresponds to your rating.

<u>Rating Scale</u>	<u>Description:</u>
4. Superior	Far exceeds Board expectations
3. Excellent	Exceeds Board expectations
2. Satisfactory	Meets Board expectations
1. Unsatisfactory	Does not meet Board expectations

**Superintendent Expectations:
*Communication***

1. Coordinates activities with other governmental and private agencies as appropriate.	4	3	2	1
2. Solicits and gives attention to opinions of groups and individuals.	4	3	2	1
3. Maintains an effective and cooperative relationship with the media.	4	3	2	1
4. Maintains an active role in District legislative activities.	4	3	2	1
5. Directs a community relations program designed to enlist the support of the community.	4	3	2	1
6. Maintains an effective and cooperative relationship with the public.	4	3	2	1
7. Is the District advocate by conveying a positive image of the District.	4	3	2	1
8. Responds to concerns and specific issues of groups and individuals.	4	3	2	1
9. Is an advocate and spokesperson for the District stakeholders.	4	3	2	1

Comments:

Personal and Professional Qualities

1. Maintains poise and professional demeanor in the full range of District activities.	4	3	2	1
2. Defends principle and conviction in the face of pressure and partisan influence.	4	3	2	1
3. Maintains high standards of ethics, honesty, and integrity in personal and professional manners.	4	3	2	1
4. Earns respect and standing among professional colleagues.	4	3	2	1
5. Demonstrates the professional competence and leadership necessary for the successful operation of the school system.	4	3	2	1
6. Maintains professional development by conference attendance, work on professional committees, meetings with other superintendents, etc.	4	3	2	1
7. Is articulate, informative, and persuasive in written and oral communication.	4	3	2	1
8. Seeks and accepts constructive criticism.	4	3	2	1
9. Adapts leadership behavior to current situations, is proactive and aware of potential undercurrents, and is comfortable with dissent.	4	3	2	1

Comments:

Student Achievement

1. Demonstrates continuous progress toward achievement of District educational goals.	4	3	2	1
2. Ensures periodic audits of school programs.	4	3	2	1
3. Makes program adjustment recommendations to Board as appropriate.	4	3	2	1
4. Directs the implementation of a comprehensive curriculum program that complies and aligns with the School Code of Illinois, The Educational Philosophy of District and other policies of the Board	4	3	2	1
5. Sets, communicates, and deploys the organizational mission and core values, performance expectations, and a focus on student learning and development.	4	3	2	1
6. Develops plans to address the learning needs of unique student populations.	4	3	2	1
7. Ensures that both formative and summative assessments are used for judging student achievement.	4	3	2	1
8. Uses data to guide instructional and programmatic decision-making.	4	3	2	1
9. Involves teachers in the design and implementation of important decisions that will impact classroom instruction and learning.	4	3	2	1
10. Protects the classroom environment from issues and influences that detract from a focus on student learning.	4	3	2	1
11. Provides teachers with materials and professional development necessary for success in performing their jobs.	4	3	2	1
12. Is knowledgeable about current curriculum, instruction and assessment practices.	4	3	2	1

Comments:

Personnel Management

1. Recommends personnel actions in accordance with Board Policies.	4	3	2	1
2. Coordinates and evaluates the activities of the administrative team.	4	3	2	1
3. Takes an active role in the development of all personnel ;makes recommendations to the Board, which serve the interests of the District.	4	3	2	1
4. Recruits and recommends the best-qualified and competent teachers, supervisors and administrative personnel.	4	3	2	1
5. Encourages participation of appropriate staff members and groups in planning and program development.	4	3	2	1
6. Maintains effective communication with District employees.	4	3	2	1
7. Delegates authority and holds individuals accountable.	4	3	2	1
8. Recommends appropriate use of consultants for educational, administrative, design, engineering, legal, and other services.	4	3	2	1
9. Is objective, fair, and consistent in assignments, directions, and personnel decisions.	4	3	2	1
10. Recognizes and rewards individual accomplishments	4	3	2	1

Comments:

Fiscal Management

- | | | | | |
|---|---|---|---|---|
| 1. Demonstrates continuous progress toward achievement of District's fiscal goals. | 4 | 3 | 2 | 1 |
| 2. Directs the development and administration of the annual budget in accordance with Board policy and goals. | 4 | 3 | 2 | 1 |
| 3. Ensures sound planning of financial, facility and enrollment requirements for the future. | 4 | 3 | 2 | 1 |
| 4. Prepares and recommends an annual budget consistent with long-range plans and appropriate to community financial resources. | 4 | 3 | 2 | 1 |
| 5. Ensures that the financial and operating controls are adequate to safeguard the District against misuse of funds or unnecessary operations and to ensure fair value for all expenditures | 4 | 3 | 2 | 1 |

Comments:

Culture

- | | | | | |
|--|---|---|---|---|
| 1. Establishes and reinforces an educational environment that promotes ethical values, equity for all students, empowerment, innovation and safety. | 4 | 3 | 2 | 1 |
| 2. Encourages and supports organizational learning. | 4 | 3 | 2 | 1 |
| 3. Promotes and models cooperative working relationships at all levels of the organization and within the community. | 4 | 3 | 2 | 1 |
| 4. Communicate an expectation for high achievement through teamwork and support. | 4 | 3 | 2 | 1 |
| 5. Understands the learning environment is both social and academic and creates opportunities for everyone in the organization to learn together in a positive, enjoyable climate. | 4 | 3 | 2 | 1 |

Comments:

Board Relations

1. Provides timely recommendations for Board action with alternatives and supporting data for decision-making purposes.	4	3	2	1
2. Reports on instructional and administrative activities of the District.	4	3	2	1
3. Prepares written materials that are clear and concise.	4	3	2	1
4. Prepares with the Board President an agenda for all Board meetings.	4	3	2	1
5. Keeps the Board fully informed on potential and current District activities, needs and issues.	4	3	2	1
6. Implements, with demonstrated conviction, all actions of the Board.	4	3	2	1
7. Assures the administration, evaluation and attainment of the District's annual Goals and Objectives as they were approved by the Board.	4	3	2	1
8. Initiates the development of District annual goals and long-range strategic plans and objectives.	4	3	2	1
9. Advises the Board on all policy matters, executes Board policies, acts on his own discretion in any matter not covered by Board policy, reporting such action and recommending new policy.	4	3	2	1
10. Shares feedback with board members with any concerns about board activities related to the superintendent role or with district staff members.	4	3	2	1

Comments: