

APPENDIX 5

Model Examples

The Evaluations System Work Group working on the Montana Educator Performance Appraisal System (Montana-EPAS) found it very difficult to come up with one single model superintendent evaluation instrument. The Evaluations System Work Group recognizes the differences in size of school districts, the make-up of local trustees, and the models of governance. The model superintendent evaluation instrument examples that follow are meant to reflect the differences in approaches that trustees and superintendents may take in effective evaluation. For example, some trustees and superintendents find that a narrative response works well and leads to a rich discussion during the evaluation process. In other instances, trustees and superintendents may find a numerical ranking works best. In any case, the most important element in effective evaluation is that the evaluation instrument should lead to a rich discussion of the performance of the superintendent and the success of the district.

These models are not the only superintendent evaluation instruments that can work – please feel free to adopt, adapt, or re-create your own instrument. The goal of the Evaluations System Work Group is for this process guide to assist you as you develop your evaluation instrument and the process you will use for an effective superintendent evaluation.





SUPERINTENDENT EVALUATION (Example #2)

This evaluation checklist may prompt areas of discussion which can be of mutual benefit to the board of trustees and the superintendent in understanding their respective roles and performance. Feel free to make narrative comments that might foster such discussion.

Rating System:

5 – Almost Always; 4 – Usually; 3 – Sometimes; 2 – Not Often; 1 – Never; 0 – Do Not Know/Not Applicable

OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT**The Superintendent:**

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Directs and assigns administrators, teachers, and other employees of the district effectively. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Organizes (reorganizes) and arranges the administrative and supervisory staff to effectively serve district needs, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Oversees the selection of all personnel, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Develops and recommends courses of instruction to the board of trustees for their consideration and approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Oversees the fiscal management of the district in conjunction with the district clerk. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Implements and administers the policies of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Suggests policies and regulations for consideration by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Institutes rules and procedures deemed necessary for the efficient and good order of the school district. | 5 | 4 | 3 | 2 | 1 | 0 |



**OVERALL MANAGEMENT AND OPERATIONS OF THE DISTRICT
(cont'd)**

- | | |
|---|-----------------------|
| 9. In general, performs all duties incident to the office of the superintendent as prescribed by law. | 5 4 3 2 1 0 |
| 10. In general, performs other duties as may be prescribed by the board of trustees. | 5 4 3 2 1 0 |

Narrative Comments:

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LONG-RANGE PLANNING

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Provides support to the trustees for long-range planning. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Supports the trustees in short-range planning, as through the development of appropriate board agenda items. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides leadership to both the process and outcome of planning, especially to the trustees and the cabinet. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers constructive, well-considered ideas. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

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MANAGEMENT STYLE

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Delegates authority to operate various segments of the school district appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Takes responsibility for the actions of subordinates and/or the results produced. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Fosters a working climate in which staff members can carry out their responsibilities effectively. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT STYLE (cont'd)

4. Seeks input from those most directly affected by executive decisions.	5	4	3	2	1	0
5. Considers the counsel of various individuals and groups.	5	4	3	2	1	0
6. Includes staff in operational decisions appropriately.	5	4	3	2	1	0
7. Gives recognition to staff for specific as well as overall accomplishments.	5	4	3	2	1	0
8. Mediates and resolves conflicts when necessary.	5	4	3	2	1	0
9. Interacts positively with individuals on the administrative, teaching and support staffs.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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HUMAN RESOURCES MANAGEMENT

The Superintendent:

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|-----|--|---|---|---|---|---|---|
| 1. | Prepares or amends job descriptions when necessary and guides the search and selection process for high quality employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Assists the trustees in managing contract negotiations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Helps the trustees to effectively manage its labor contracts in accordance with the District Labor Relations Mission Statement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Keeps the board of trustees informed of appropriate state and federal regulations under which the district is legally bound. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Recommends personnel policies necessary and beneficial for the efficient functioning of the school district staff for consideration of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Manages the personnel budgets and reports all personnel actions to the trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Reports on the number of employees by category monthly and oversees the preparation of a personnel action report. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Formulates and administers a program of supervision for the district's employees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Recommends a schedule of salaries to the trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Oversees the assignment, transfer or reassignment of personnel in a way that helps secure the highest efficiency of the staff (in accord with existing contracts). | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Responds to both state and federal, as well as Educational Research Service (ERS), reporting needs in the area of personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Recommends termination of personnel as may be necessary for financial or other reasons, in accordance with statute. | 5 | 4 | 3 | 2 | 1 | 0 |



HUMAN RESOURCES MANAGEMENT (cont'd)**Narrative Comments:**

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MANAGEMENT OF CURRICULUM INSTRUCTION**The Superintendent:**

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Proposes a school calendar to the trustees for the coming year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Focuses on instructional improvement as a high priority in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Provides professional leadership for the educational programs of the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Assesses necessary changes in educational policies, presenting such changes to the board of trustees for its consideration. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Develops a system for regularly reporting to and informing the trustees about the district's educational programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Oversees the curriculum development cycle, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Oversees the staff development programs and budgets of the district, subject to the trustees' approval. | 5 | 4 | 3 | 2 | 1 | 0 |



MANAGEMENT OF CURRICULUM INSTRUCTION (cont'd)

8. Defines the attendance areas for the various buildings in the district, subject to approval of the trustees.	5	4	3	2	1	0
9. Oversees compliance with Board of Public Education Accreditation Standards and, for high schools, requirements of the Northwest Association of Schools and Colleges.	5	4	3	2	1	0
10. Responds to required state reporting needs.	5	4	3	2	1	0
11. Formulates and administers a program of instructional supervision within the schools.	5	4	3	2	1	0
12. Articulates standards that provide the trustees a basis for measuring the district's effectiveness in each program area.	5	4	3	2	1	0

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0



BUSINESS AND FISCAL MANAGEMENT

The Superintendent:

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Prepares and submits to the board of trustees a preliminary budget for the coming fiscal year. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Works effectively with the trustees to allocate district resources (human and financial) to instructional and operational priorities of the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Reports on attendance and takes action on truanancies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Seeks to assure financial stability for the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Administers the district's budgets, within the broad appropriations areas approved by the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Accords with laws governing budgets, purchases, and expenditures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Develops and oversees a plan for maintenance and improvement of buildings and site facilities as may be needed to properly provide for an adequate educational program, subject to the approval of the board of trustees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Assures that an annual report on the fiscal management of the school system, including an annual audit, is reported to the board of trustees, submitted on a reasonable timetable that is understood by the trustee. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Accounts for all property and other fixed assets in accordance with generally accepted accounting procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Assures a safe and orderly environment conducive to learning for students and staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Responds to state, federal, and Educational Research Service (ERS) reporting needs in the area of budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Ascertains that the district and its agents act in accordance with all contracts entered into by the district. | 5 | 4 | 3 | 2 | 1 | 0 |



BUSINESS AND FISCAL MANAGEMENT (Cont'd)**Narrative Comments:**

SECTION SCORE	5	4	3	2	1	0
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GENERAL ADMINISTRATION

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Takes appropriate action (and reports such action to the board) in matters not specifically covered by board policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Generally attends to the prioritization and meeting of needs within the district, informing the board appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Anticipates needs in the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Displays initiative in assessing and guiding appropriate change. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Demonstrates personal effectiveness in planning and organization. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Elicits an optimum effort from most people in pursuit of quality education. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Maintains an accountable management system that assures that duties which are delegated are performed properly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Responds effectively to critical issues faced by the trustees and the district. | 5 | 4 | 3 | 2 | 1 | 0 |



GENERAL ADMINISTRATION (cont'd)**Narrative Comments:**

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RELATIONS WITH THE TRUSTEES**The Superintendent:**

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|---|---|---|---|---|---|---|
| 1. Works effectively with the chairperson and vice chairperson. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Plans effectively for trustee meetings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Allows for trustee input concerning the agenda and timely information necessary for trustee decisions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Offers recommendations for trustee action on agenda items based on thoughtful study and analysis, serving in an advisory capacity. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Is responsive to trustee requests for information and directives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Proposes new policies to the trustees for study and adoption as the necessity for such arises. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Provides rules, instructions, and follow-up for employees in such a way as to oversee the board of trustees' implementation of the policies. | 5 | 4 | 3 | 2 | 1 | 0 |



RELATIONS WITH THE TRUSTEES (cont'd)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 8. Assists the trustees to operate within a framework of all applicable legal statutes and requirements of the State of Montana. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Helps the board periodically review and update its policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Keeps the board informed of district programs, operations, and issues/problems. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Keeps the board informed regarding pertinent external matters. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Facilitates board training and board development in a variety of ways. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Brings special issues to the attention of the board in a timely fashion. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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COMMUNITY/SCHOOL RELATIONS

The Superintendent:

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|--|---|---|---|---|---|---|
| 1. Helps the board articulate a vision of education within the broader community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Serves as a clear and able advocate for the board and district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Visits schools and school events regularly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is active in community affairs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Offers guidance and information to community members and groups interested in the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Supports parental involvement in and partnership with the schools. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Possesses interpersonal skills which fosters collaboration from and within various segments of the community. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Maintains a positive image in the community and is respected as a professional in the district and community. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0



MANAGEMENT OF PUBLIC RELATIONS

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Disseminates positive and timely publicity and information about the district. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Is accessible to the media and is responsive to the news media's requests for information. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Is candid and honest with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is professional and pleasant with media representatives. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Helps build effective and lasting media relations. | 5 | 4 | 3 | 2 | 1 | 0 |

Narrative Comments:

SECTION SCORE	5	4	3	2	1	0
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PERSONAL AND PROFESSIONAL QUALITIES

The Superintendent:

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Communicates clearly in both prepared and extemporaneous settings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Demonstrates effective written communication skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Speaks articulately and clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Is an effective facilitator in group process. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Displays courage of his/her own convictions to be decisive. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Seeks appropriate feedback. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Accepts and makes use of constructive criticism. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Displays a desire to improve his/her professional skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Enlists the trusts of others. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Is an active listener. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Possesses leadership skills commensurate with top-level management. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Presents a demeanor of which the board can be proud and to which others can respond positively. | 5 | 4 | 3 | 2 | 1 | 0 |



PERSONAL AND PROFESSIONAL QUALITIES (cont'd)

Narrative Comments:

SECTION SCORE 5 4 3 2 1 0

OVERALL ASSESSMENT

In narrative form, please offer suggestions that might be of constructive assistance to the superintendent and, as it pertains to his/her performance, to the district.



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