

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.



DRAFT



Superintendent Evaluation (Example #3)

(Name) Fiscal Year, ()

For Contract Ending June 30, () Date of Review: ()

Purpose: This evaluation is conducted to provide the superintendent with the trustee's assessment of work for the school district. As well, it is conducted to provide the trustees with the superintendent's self-evaluation and goals for the future. A further intent of the evaluation is to strengthen the working relationship between the trustees and the superintendent for the achievement of their mutual goals: To improve academic achievement and the quality of the educational experience of our students.

Process: Each trustee shall complete their part of this evaluation form individually, and each form shall be signed and dated. After the executive session designed for discussion of the evaluation, the trustee chair or designee shall prepare a composite evaluation form, which also reflects goals agreed upon for the upcoming year. This evaluation form, after being signed by the superintendent and the trustees, shall be placed in the personnel file of the superintendent. Each trustee's evaluation, used as the source documents for the composite, shall be given to the superintendent for information and use.

Performance Standards: The ten performance standards are the Professional Standards for Educational Leaders (PSEL) model leadership standards, which were formerly known as the ISLLC Standards.

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Superintendent comments:

Describe goals from previous annual evaluation. Outline progress toward goals. Reflect upon strengths, weaknesses.

Superintendent goals:

Describe goal(s). Describe why goal is important for district. Outline strategies to reach goals.

Trustee comments and goals for superintendent:

Standard 2. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 3. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 4. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:



Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Superintendent comments:

Superintendent goals:

Trustee comments and goals for superintendent:

To school board trustee:

Do you have additional comments regarding the performance of the superintendent that have a bearing on this evaluation?

Evaluator's Signature & Date _____

Superintendent's Signature & Date _____

