

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’S EVALUATION (Example #1)

Below are the expectations of an effective superintendent. You are asked to give **one rating of the superintendent’s overall performance as an administrator.** In support of your overall rating, please comment on any or all of the individual components. Comments include commendations, recommendations, or observations.

Rating: (Choose one rating that reflects your overall evaluation of the superintendent’s performance during the rating period.)

_____ Exceeds expectations

_____ Meets expectations

_____ Does not meet expectations

1. Serves as Chief Executive Officer (CEO) of the Board of Trustees by maintaining communication, making sound recommendations for trustee action, and by carrying out board policies.

2. Acts as educational leader of the schools by supervising administrative staff, overseeing curriculum development and instruction, and promoting staff development.

3. Directs community relations activities by maintaining communication with the news media, representing the school district’s interests with local government and businesses, and responding to the concerns of the public.

4. Oversees personnel management by planning staffing needs, ensuring that personnel policies and the evaluation of all staff are in place, and encouraging staff participation in planning and decision-making.

5. Oversees student personnel services by providing for the health and safety of students, implementing polices to respond to inappropriate student behavior, and maintaining accurate student records.

