

**EVALUATION OF THE SUPERINTENDENT**

The Board of Education, in recognition of its accountability to the people of New Boston and its obligations under the policies of the State of New Hampshire, shall conduct annual formal evaluations of the Superintendent of Public Schools. The evaluations shall be conducted toward the goal of improving Public Schools through an improving Superintendency.

Members of the Board will evaluate the Superintendent independently, in January of each year, using the long written form adopted by the Board for this purpose and submit same to the Board Chair. In June of each year the Board will evaluate the Superintendent using the "short" form adopted by the Board in the same manner as in January. The same forms shall be used for the Chair's composite reports. The Chair shall prepare a composite evaluation and the Board will convene to discuss the assessment. The composite evaluations for both January and June will be forwarded to the SAU Chair by the 15<sup>th</sup> of the following month. The evaluation shall be discussed by the full Board and the Superintendent. The Board Chair and the Superintendent will each retain a copy of the written evaluation report.

Evaluation of the Superintendent shall be conducted in such manner as to:

1. Provide positive and constructive feedback to the Superintendent that will support and promote the Superintendent's professional growth and development;
2. Help the Board evaluate its work in planning the educational program in this community; and
3. Strengthen the working relationship between the Board and the Superintendent by providing a comprehensive vehicle of communication.

*See Superintendent Evaluation Form*

**BOARD MEMBER INDEPENDENT EVALUATION OF THE SUPERINTENDENT**  
**Long Form**

Name of Superintendent \_\_\_\_\_ January, 20\_\_

All items rated with a “1” require additional and **specific** explanation. A rating of “3” requires siting specific accomplishments please. The reverse side of the page may be used for explanations and additional comments.

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**ADMINISTRATION** 3 2 1 UK

- 1. Exerts strong educational leadership, develops a strong management team, and delegate’s responsibility. \_\_\_\_\_
- 2. Establishes and maintains a sound plan of organization and assignment of staff personnel which will provide the proper framework for accomplishing District objectives. \_\_\_\_\_
- 3. Fulfills the Board’s goals and policies successfully. \_\_\_\_\_
- 4. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections. \_\_\_\_\_
- 5. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel. \_\_\_\_\_
- 6. Implements procedures to carry out a continuous program of evaluation. \_\_\_\_\_
- 7. Recommends for employment personnel who have proper certification and skills for the position. \_\_\_\_\_
- 8. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system. \_\_\_\_\_
- 9. Provides to the Board and the general public an organized and Informative annual report of the state of the District. \_\_\_\_\_
- 10. Maintains liaison with state and federal legislators, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement. \_\_\_\_\_

Rating for this Category



**SUPERINTENDENT EVALUATION FORM**

(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**INSTRUCTION**

**3 2 1 UK**

- 1. Provides overall leadership in the development and implementation of a productive instructional delivery system. \_\_\_\_\_
- 2. Identifies and facilitates instruction and student achievement as the focal point of the School District. \_\_\_\_\_
- 3. Identifies instructional objectives in terms of students and implements programs to meet the diverse needs of students. \_\_\_\_\_
- 4. Capitalizes on the abilities and talents of the professional staff in curriculum development, implementation, and evaluation. \_\_\_\_\_
- 5. Provides to staff throughout the system the time for organization and the resources required to improve instruction. \_\_\_\_\_
- 6. Provides for continued monitoring and evaluation of instructional activities. \_\_\_\_\_
- 7. Promotes high academic expectations and standards for students. \_\_\_\_\_
- 8. Incorporates useful new ideas into the instruction program. \_\_\_\_\_
- 9. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the Board. \_\_\_\_\_
- 10. Keeps the Board informed on the analysis, planning, implementation, and evaluation of instructional activities. \_\_\_\_\_
- 11. Keeps the community informed of the program of instruction and plans for improvement. \_\_\_\_\_

\_\_\_\_\_  
Rating for this category



**SUPERINTENDENT EVALUATION FORM**

(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**RELATIONSHIP WITH THE BOARD**

3 2 1 UK

- 1. Works with the Board in the areas of analyzing, planning, implementing and evaluating policies. \_\_\_\_\_
- 2. Informs the Board on issues, operations, the instruction program, and needs of the school system. \_\_\_\_\_
- 3. Informs the Board on educational activities at the state and national levels. \_\_\_\_\_
- 4. Has an harmonious working relationship and maintains a professional relationship with members of the Board. \_\_\_\_\_
- 5. Interprets and supports Board policy and decisions to the public and staff. \_\_\_\_\_
- 6. Provides the Board members with reports and information which will enable them to sufficiently review the operations of the District. \_\_\_\_\_
- 7. Gives constructive advice and guidance to the Board regarding possibilities for District improvement. \_\_\_\_\_
- 8. States his/her convictions in matters before the Board. \_\_\_\_\_
- 9. Utilizes the strengths of individual Board members and the Board itself in the decision-making process. \_\_\_\_\_
- 10. Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category



**SUPERINTENDENT EVALUATION FORM**  
(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**RELATIONSHIP WITH THE STAFF**

3 2 1 UK

- 1. Includes the participation of faculty and staff in the establishment and the implementation of District-wide goals, objectives, and programs. \_\_\_\_\_
- 2. Facilitates high standards of performance for all staff members. \_\_\_\_\_
- 3. Facilitates evaluation of staff performance as required by state law and by Board policy. \_\_\_\_\_
- 4. Facilitates two-way communication and interaction with staff. \_\_\_\_\_
- 5. Promotes programs for staff growth and development. \_\_\_\_\_
- 6. Strives to maintain positive morale by:
  - a. minimizing arbitrary decision-making and favorites; \_\_\_\_\_
  - b. giving fair and impartial treatment to all parties in a dispute; and \_\_\_\_\_
  - c. giving recognition and appreciation for a job well done. \_\_\_\_\_
- 7. Instills confidence and self-respect among staff. \_\_\_\_\_
- 8. Meets and confers with employee groups representing the interests and directives of the Board. \_\_\_\_\_
- 9. Communicates effectively the concerns of employee groups to the Board and Board responses to these concerns to employee groups. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category



**SUPERINTENDENT EVALUATION FORM**

(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**RELATIONSHIP WITH COMMUNITY**

**3 2 1 UK**

- 1. Facilitates communication with the community through an effective public information program based on the needs and successes of the district. \_\_\_\_\_
- 2. Seeks meaningful community involvement in the establishment, implementation, and evaluation of District-wide goals, objectives, priorities, and programs. \_\_\_\_\_
- 3. Develops and maintains a cooperative relationship with the news media. \_\_\_\_\_
- 4. Establishes a procedure for studying and acting on complaints, criticisms, and concerns of individuals and/or community. \_\_\_\_\_
- 5. Is actively involved in community arenas. \_\_\_\_\_
- 6. Maintains a professional posture with other public officials and community leaders. \_\_\_\_\_
- 7. Has the ability to face controversy and work effectively with it. \_\_\_\_\_
- 8. Understands and responds to the unique and changing needs of the community. \_\_\_\_\_
- 9. Accepts and solicits input from interested groups and individuals in the decision-making process. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category



**SUPERINTENDENT EVALUATION FORM**

(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**PERSONAL QUALITIES**

**3 2 1 UK**

- 1. Sustains physical and mental health and appropriate energy to cope with the Superintendent’s tasks. \_\_\_\_\_
- 2. Defends principle and conviction in the face of pressure and partisan influence, yet is able to compromise. \_\_\_\_\_
- 3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. \_\_\_\_\_
- 4. Uses English effectively in dealing with staff members, the Board and the public. \_\_\_\_\_
- 5. Speaks well before large and small groups, expressing ideas in a logical and forthright manner. \_\_\_\_\_
- 6. Accepts and shares failure as well as success. \_\_\_\_\_
- 7. Is able to identify and discuss own strengths and weaknesses. \_\_\_\_\_
- 8. Welcomes questions and open discussion when presenting ideas. \_\_\_\_\_
- 9. Exercises good judgment and involves appropriate others in the decision-making process. \_\_\_\_\_
- 10. Maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other Districts and meeting with other Superintendents. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category



**SUPERINTENDENT EVALUATION FORM**

(continued)

3 – Commendable, 2 – Meets Expectations, 1 – Needs Improvement, UK Unknown

**FINANCIAL**

**3 2 1 UK**

- 1. Keeps informed of the needs of the school program – supplies, equipment, plant, and facilities. \_\_\_\_\_
- 2. Assumes responsibility for overall financial planning for the District, including short-term priorities and long-range planning. \_\_\_\_\_
- 3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the Board for input and approval. \_\_\_\_\_
- 4. Evaluates financial needs and makes timely recommendations for adequate funding. \_\_\_\_\_
- 5. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting are achieved. \_\_\_\_\_
- 6. Provides leadership in solving major problems and achieving maximum utilization of resources. \_\_\_\_\_

\_\_\_\_\_  
Rating for this Category

