

Superintendent's Evaluation

Holton Public Schools

School year: _____

Superintendent's Name: _____

Board of Education President's Name: _____

A. Relationship with the Board of Education (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Information	Doesn't keep members informed. Board members may be surprised as issues arise.	Keeps some members informed, others not.	Keeps the board informed as needed. Some information is selective.	Keeps all board members completely informed with weekly communication as necessary.		
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda or background.	Meeting materials are incomplete, and don't include background information or historical perspective.	Materials are provided. Some background and historical perspective may be included, but without significant research.	Meeting materials are comprehensive with all adequate background information and previous action included.		
Board questions	Board questions aren't fully answered and some information may be incorrect.	Board questions are answered. All members aren't apprised of all relevant questions/ answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.		
Invite to participate	Board members may not feel welcome at some events.	Board members aren't kept current with activity schedules.	Board members are provided with district calendars to monitor events and activities.	Board members are informed of and invited to attend/ participate in district activities.		
Policy involvement	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.		
Teambuilding	Works independently without seeking input. Doesn't facilitate cooperative relationship among members.	Doesn't actively promote/support group decision-making.	Participates with board members to address issues. Supports the group's decisions.	Encourages a climate of teamwork, works to create and maintain a harmonious working relationship among the board.		
Board development	Doesn't actively promote board development.	Communicating and encouraging activities isn't a priority.	Provides members with information about board development and arranges it when asked.	Actively and continuously encourages board development by seeking and communicating opportunities.		
Establishes goals	Doesn't encourage establishing goals. Doesn't focus on goal attainment; works day-to-day.	Participates in goal-setting, but doesn't work to attain goals.	Participates in goal-setting activities, but doesn't have a vision for the district's future.	Active participant in establishing future goals and formulates strategies to attain them.		
Input and direction	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Is open to input, but then doesn't follow it.	Accepts suggestions and direction, but doesn't actively seek it.	Readily accepts board input, seeks direction and is responsive to input and suggestions.		
				Category Score	/36	%

B. Community Relations (5%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
District image	Is actively seeking other employment.	It's a job. Represents the district. Doesn't actively promote the district.	Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities.	Projects a positive image at all times, whether during the school day or after hours.		
Communications with community groups	Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input.	Actively seeks two-way communication with parents, governmental and civic groups.	Actively seeks multi-faceted communications and works to provide alternative means of contact.		
Community input	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Accepts suggestions and direction, but doesn't seek it.	Readily accepts community input, seeks direction and is responsive to suggestions.	Actively seeks input, creates methods for external groups to communicate with the school.		
Media relations	Is antagonistic with the media. Only communicates with the media when necessary.	Has a live-and-let-live philosophy with the media. Isn't proactive, but is cooperative with the media.	Promotes positive relations and provides the media with district event information.	Invites the media to school functions and includes the media in event planning and preparation.		
Relations with business and industry	Doesn't seek or have relations with the business community.	Responds to requests from the business community, but doesn't seek to establish a collaborative relationship.	Invites business and industry leaders to attend school functions.	Seeks collaborative relations with business and industry.		
Approachability	Isn't visible at events. Is only available through appointments in the office.	Is visible, at a distance. Attends some events.	Attends and is visible at some events. Visits with community at district events.	Is visible and approachable by members of the community. Attends most events.		
District reporting	The annual report is minimal in scope, isn't completely accurate or disseminated.	The annual report meets state requirements and is available by request.	The annual report meets state requirements and is properly disseminated.	Prepares detailed and accurate reports for the community and proactive in sharing the reports.		
Listening skills	Doesn't listen to others and monopolizes conversation(s).	Listens to others, but does not incorporate suggestions.	Listens to others and incorporates suggestions.	Demonstrates good listening skills. Listens before speaking. Projects genuine interest.		
Trustworthiness	Isn't generally trusted to follow through on promises. Doesn't maintain confidentiality.	May not follow through on some actions, but maintains necessary confidentiality.	Follows through on most actions. Is sincere and candid.	Is completely trustworthy; maintains confidentiality as necessary.		
Category Score					/36	%

C. Staff Relationships (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Personnel matters	Isn't discrete with personnel. At times lacks confidentiality and holds grudges.	Prefers building principals to handle personnel matters first. Handles only difficult matters.	Handles personnel matters with fairness, discretion and impartiality.	Is proactive with personnel matters. Personnel policies are routinely discussed.		
Concern for staff	Has little regard for the overall welfare of the staff.	Concern for staff is of a professional nature; not high priority.	Demonstrates a genuine concern for welfare of staff.	Exhibits a sincere and genuine concern for the staff. Works to improve working conditions.		
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then supports their decisions.	Actively creates opportunities for staff to improve professional status within their interest and abilities.		
Staff recognition	Doesn't recognize staff for contributions to the district's operation.	Provides general recognition to the staff as a whole for their contributions toward district goals.	Recognizes staff for their contributions toward district goals. Conveys personal thank-yous.	Has an active program to recognize staff for contributions. Recognizes staff publicly as appropriate.		
Staff development	Staff development isn't utilized. Staff members are responsible for their own improvement.	Staff development is applied to all staff as required by the contract.	Staff development programs are reflective of what the ISD may offer to constituent districts.	Staff development programs are targeted toward specific goals and uses current adult learning concepts.		
Bargaining (labor) relations	Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.		
Strategic planning	No planning process is used.	Selects specific people to provide input for consideration of goals and problem solving.	Involves all staff in a strategic planning process.	Seeks input from all stakeholders in the community.		
Team building	Isn't involved in "team" building, preferring to act unilaterally.	Uses team problem-solving when necessary; not an ongoing process.	Uses a team approach to foster ownership of decisions.	Promotes a team spirit and is part of the "team." Training is provided to maximize efficiency of team members.		
Visibility	Seldom visits buildings and doesn't participate in classroom activities.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Building visits are a priority item. Visits buildings on a regular basis and participates in classroom activities.		
				Category Score	/36	%

D. Business and Finance (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Budget recommendations	Superintendent isn't current on budget information, defers to business manager.	Participates in budget meetings. Budget is based on information known at beginning of the year.	Budget recommendations are out of necessity. As conditions require the budget is revised.	Budget recommendations are proactive, timely, considerate of most current info and data.		
Budget revisions	The budget isn't revised during the fiscal year.	Budget revisions occur only when necessitated by emergency events.	Regular budget revisions are recommended, considerate of changes in fiscal information.	Budget revisions are recommended <i>whenever</i> conditions appear to warrant timely intervention.		
Financial controls	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is expected to reveal any discrepancies. Only a select few people are responsible for accounts.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts.		
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly (<i>monthly</i>) reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.		
Funding issues	Doesn't keep the board informed concerning changing funding issues.	Answers board questions regarding status of the budget. Defers impact questions to business manager.	Regularly (<i>monthly at most</i>) provides a funding report.	Constantly keeps board informed about funding (local, state, federal) and potential impact on district's budget.		
Facility management	Maintenance is only performed when absolutely needed.	Facility needs are addressed on an as-needed basis. The tight budget doesn't allow for preventative maintenance.	A facilities management plan is in place that includes the current status of the buildings and the needs to improve any facility in the future.	Facilities management plan in place, includes current status of buildings and the needs to improve facility in future, with plan to secure funding.		
Alternative funding	Doesn't seek any form of funding outside of state aid.	Welcomes gifts and donations to the budget.	Seeks alternative funding to supplement the district's existing budget.	Has a plan and strategy to generate alternative funding for district programs.		
Involves others	Isn't an integral part of the budget process.	Expects/allows the business manager to develop and recommend the budget.	Involves administrative staff/ others in the development of a budget and budget revisions.	Actively seeks (holds public meetings) input and incorporates suggestions in budget process.		
Resource allocation	Resources are allocated to those who speak up first. Some buildings/grades receive special treatment.	Aside from the basics, resources are allocated to those who specifically request something. No equitable distribution.	Resources are distributed fairly and equitably among the buildings and programs.	Resources are distributed fairly and equitably among the buildings. Always seeking additional resources to supplement instruction.		
Category Score					/36	%

E. Educational Leadership (10%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Leadership image	Isn't the leader. Seeks to delegate/appoint responsibility to others.	Isn't a high-profile person. Prefers to remain in the background.	Is seen as the leader and speaks for the district when necessary.	Projects strong leadership image. Welcomes role of being point person (face of district).		
Enthusiasm	Not enthusiastic. Appears to be looking for career change.	Meets most expectations, but doesn't seek additional responsibility.	Completes the necessary duties, fulfills the boards expectations. Accepts responsibilities.	Is enthusiastic in performing the duties of the office. Enjoys the position and being at school.		
Self-improvement	Isn't current with required professional development requirements.	Only completes the minimal requirements.	Fulfills the professional development requirements per state law. Attends PD conferences.	Eagerly seeks to learn and improve upon personal and professional abilities.		
Focus on students	Minimal focus on management of the district and maintaining day-to-day operations. Little focus on achievement.	Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority.	Student achievement is important, as it's reflective in district publications, and now, personnel evaluations.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement.		
Best practices	Is unaware of what best practices are. Isn't current with modern learning research.	May be aware of modern research and best practices, but implementation isn't a priority.	Is aware of best practices and promotes others to use research findings to improve student achievement.	Constantly seeks awareness (reading, etc.) of best practices and frequently models these practices.		
Responds to needs	District. Operation reflects, "This is what we've always done."	Responds to student and parent needs, but doesn't seek to implement changes.	Responds to student and parent needs as determined (<i>passive</i>). Uses district resources as available.	Seeks first to understand student and parent needs and then responds to meet them.		
Goal development	The goal is to get through this year.	Goals are defined by what's possible within existing budget.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Believes in and facilitates the development of short/long term goals for district, using research.		
Curriculum	Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation.	Allows teachers to define their own curriculum. There's little or no coordination.	Emphasizes adapting the curriculum to state requirements, but relies on building principals to ensure compliance.	Supervises the development of a modern curriculum that's aligned with state and national requirements.		
Staff Professional Development	PD activities aren't used to improve individual skills. Participation is dependent on teacher interest.	PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness.	Relies on building principals to monitor and approve PD activities, aligned with the curriculum.	Provides PD that's consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs.		
				Category Score	/40	%

F. Personal Qualities (5%)

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Respect	Isn't considered professional in comparison to other community leaders. Isn't a person others go for advice.	Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district.	Is known to be the superintendent and is a respected person in the community.	Is seen as more than just an educator and is considered a well-respected professional in all community circles.		
Accepts criticism	Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain.	Listens to criticism, but is unlikely to change behavior.	Accepts constructive criticism, respects it and may use it to change behavior.	Seeks constructive feedback. Uses input to improve both personally and professionally.		
Communication skills	Writing has grammatical and punctuation errors. Speaking is often colloquial and inappropriate.	Speaking and writing is acceptable, but not a priority.	Communication is important. Speaks and writes with few errors.	Writes and speaks clearly and professionally. Models professional standards for both students and staff.		
Demeanor	Is assertive, but in a negative manner. Is mostly concerned with "self."	Accepts and performs the job as necessary. Addresses issues as they arise.	Is assertive, but tactful. Is usually considerate and respectful of others.	Is considerate and respectful of others. Is even-tempered and pleasant; true professional.		
Poise	Can be abrasive when challenged. Promotes win-lose solutions.	Is easy to get along with and wants others to be the same. There are winners and losers.	Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations.	Maintains poise and composure in difficult situations. Searches for win-win solutions.		
Appearance	Often isn't dressed appropriately and personal appearance isn't suited to the position.	Dresses appropriately and is representative of the community.	Is professional in appearance for all school activities.	Is professional in appearance in and out of school, and models appropriate standards for students and staff.		
Attitude	Doesn't convey an attitude of caring for kids and staff as a priority.	Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success.	Cares about kids and staff and works to help kids succeed.	Genuinely cares about the success of students and works to maximize student opportunities for success.		
Humor	At times, humor can be at the expense of others and be inappropriate.	Has a sense of humor and may laugh at comments by others.	Has a sense of humor and participates in light moments.	Has a sense of humor and can laugh at himself while maintaining the dignity of others.		
Control	May lose control through inappropriate language or other behavior.	Exhibits self-control, but may display anger if provoked.	Is always under control physically and emotionally. Doesn't openly display anger.	Is always under control physically and emotionally. Can always be counted on to model the highest standards of conduct.		
Category Score					/36	%

G. Evaluation (10%) (Required by MCL 380.1249 (3)(c)(ii))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Evaluation tool	The evaluation tool doesn't comply with state standards. (Sec. 1249).	The evaluation tool has most of the state required features. Administrators use it at their own leisure.	The evaluation tool complies with state requirements. Most administrators have been trained in its use.	The evaluation tool for teachers/administrators is aligned with state requirements. Administrators have been trained how to use it.		
Evaluation completion	Not all evaluations are complete as required.	Evaluations are completed, but not all comply with the state standards.	Evaluations are complete. Some less than "effective" teachers have yet to have IDPs developed.	Evaluations are complete on all teachers/administrators. All evaluations comply with the standards set forth in Sec. 1249. Teachers who are less than "effective" have IDPs in place.		
Category Score					/8	%

H. Progress toward the School Improvement Plan (5%) (Required by MCL 380.1249 (3)(c)(ii))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Existence of plan	District and/or building-level plans aren't in evidence.	The district and buildings each have their own plans for improvement, but there's no coordination of focus or resources.	The district has a school improvement plan. Each building has a plan. The plans are generally targeted on the same areas of need.	The district has a comprehensive school improvement plan, supported by building-level plans. The plans reflect student academic needs and the resources necessary to address them.		
Progress toward plan	No evidence of progress related to the SIP can be measured.	Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured.	There's some evidence that individual building improvement is related to a coordinated district effort.	Each building's SIP is an integral part of the district plan. The areas of identified need are being successfully addressed as evidenced by improved student achievement in identified areas.		
Category Score					/8	%

I. Student Attendance (5%) (Required by MCL 380.1249 (3)(c)(iii))

	Ineffective 1 points	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Student attendance	Attendance isn't being addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are specific plans in place to identify chronic attendance problems and commit resources to have the students attend school. Attendance rates are increasing.	Attendance is an area of interest. Individual student attendance problems are addressed to improve attendance. Attendance rates are being maintained at a high level.		
Graduation rate	Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing.	Graduation rates aren't an area of focus. Graduation rates fluctuate at will.	Graduation rates are a continual area of focus, per state requirement. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing	Graduation rates are an area of focus. Student progress is monitored so that special attention can be provided to students who may be in danger. Graduation rates are being maintained at a high level.		
Category Score					/8	%

J. Student/Parent/Teacher Feedback (5%) (Required by MCL 380.1249 (3)(c)(iv))

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score	
Students	Student concerns aren't sought or considered.	Student concerns are sought as a required component. There's no tabulation or reporting of results.	Student concerns are sought and generally noted, but not formally reported.	Students are actively surveyed for their concerns and suggestions; results are reported and available.		
Parents	Parent concerns aren't sought or considered.	Parent concerns are sought as a required component. There's no tabulation or reporting of results.	Parent concerns are sought and generally noted, but not formally reported.	Parents are actively surveyed for their concerns and suggestions; results are reported and available.		
Teachers	Teacher concerns aren't sought or considered.	Teacher concerns are sought as a required component. There's no tabulation or reporting of results.	Teacher concerns are sought and generally noted, but not formally reported.	Teachers are actively surveyed for their concerns and suggestions; results are reported and available.		
Category Score					/12	%

K. Student Growth and Achievement (25%)

The following specific goals have been developed and agreed upon indicators of student growth and achievement:

- 1.
- 2.
- 3.

	Ineffective 1 point	Minimally Effective 2 points	Effective 3 points	Highly Effective 4 points	Score
Positive growth	No growth has been demonstrated in any of the goal areas. Regression is present in some areas.	Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present.	Some growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area.	Goals have been met or exceeded in each area. No regression is present.	
				Category Score	/4
					%

L. Individual Calculations

A Section	B Weight of Category	C Category Score (%)	D Category Weighted Score
A. Relationship with the Board	10% (.1)	x	=
B. Community Relations	5% (.05)	x	=
C. Staff Relationships	10% (.1)	x	=
D. Business and Finance	10% (.1)	x	=
E. Educational Leadership	10% (.1)	x	=
F. Personal Qualities	5% (.05)	x	=
G. Evaluation	10% (.10)	x	=
H. Progress Toward the School Improvement Plan	5% (.05)	x	=
I. Student Attendance	5% (.05)	x	=
J. Student/Parent/Teacher Feedback	5% (.05)	x	=
K. Student Growth and Achievement	25% (.25)	x	=
Total Possible	100%	Total Score	

Instructions: Copy the Category Score from each category rubric into Column C on this page. Multiply the Weight of Category (decimal Column B) times the Category Score (Column C) and enter the result as the Category Weighted Score (Column D). Compute the sum of Column D and enter as the Total Score. This total score is your individual effectiveness rating for the superintendent.

M. Board Calculations

Board Member	Individual Board Member Totals
1.	
2.	
3.	
4.	
5.	
6.	
7.	
Subtotal	/ 7
Total Board Score	

Instructions: To determine a total board score, enter the total score from each individual board member's page 11. Add the scores together and then divide by the number of board members on the board. Then, check the level of effectiveness that corresponds to the total board score from above.

N. Final Evaluation (Derived from total Board score above):

Highly Effective (85% - 100%)
 Effective (68% - 84%)
 Minimally Effective (50% - 67%)
 Ineffective (Less than 50%)

N. Board of Education Narrative Comments

Superintendent's Signature: _____ Date: _____

The signature of the superintendent reflects receipt of the contents contained in the evaluation report above, and may not necessarily reflect agreement with the contents.

Board President's Signature: _____ Date: _____

Board Secretary's Signature: _____ Date: _____