

Board Policy Document

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## **ADMINISTRATION**

### ***Series 300***

**Policy Title: Superintendent of Schools**

**Code Number: AR301**

#### ***Superintendent Evaluation Process***

The board will provide an ongoing evaluation of the superintendent's skills, abilities, competence, and achievements or performance. The board will conduct a formal evaluation of the superintendent's job performance at a minimum annually. The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate and ongoing priorities of the board, and support the development of an effective working relationship between the board and the superintendent.

The formal evaluation will be based upon the following principles:

Evaluation criteria shall be established in writing, clearly stated, and mutually agreed upon annually by the board and the superintendent. The criteria will be related to the job description and the school district's goals.

The process at each evaluation interval shall include several steps:

1. The superintendent will conduct a self-evaluation prior to discussing the board's evaluation;
2. Each board member will have an opportunity to individually assess the performance of the superintendent;

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3. The individual assessments will be compiled by the board president into an overall or summative evaluation of the entire board;
4. The board as a whole will discuss its evaluation with the superintendent;
  - a. The board may discuss its evaluation of the superintendent in closed session upon request of the superintendent;
  - b. No individual evaluation completed by a board member will be shared with the superintendent. However, individual board members may elaborate on the summative evaluation during the joint meeting of the superintendent and board;
  - c. The board president and vice president will develop a written summary of individual board assessments, including both the strengths and the weaknesses of the superintendent;
  - d. Following the joint meeting of the superintendent and board, the board president will finalize a single written evaluation to place in the superintendent's personnel file. The superintendent's established goals and evaluative criteria, as outlined in this policy, shall be the focus of written comments.
5. Following the completed evaluation process, the board and the superintendent will develop performance improvement targets, timelines, and action plans for the upcoming year; and
6. A group of designated administrators will also have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the Human Resources Director.

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**PLEASE COMMENT AFTER EACH STANDARD**  
**Superintendent Evaluation/Standards and Indicators**

***Areas to evaluate need to respond to job description and Iowa Standards for School Leaders (ISSL)***

**Standard One: Leadership/Board Relations/Human Resources**

*ISSL—A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

- Implements a vision of excellence
- Treats people professionally
- Collaborates effectively (board, employees, community)
- Makes considered recommendations in a timely manner
- Employs an inclusive approach when forming recommendations
- Assists with development and implementation of board policies
- Continues to work cooperatively with employees and employee groups
- Provides direction in hiring of diverse personnel to look like our community and student population

**Rate each standard on a scale of 1 to 5**

| 1                                 | 2                        | 3                      | 4                    | 5                               |
|-----------------------------------|--------------------------|------------------------|----------------------|---------------------------------|
| <b>Does Not Meet Expectations</b> | <b>Needs Improvement</b> | <b>Meets Standards</b> | <b>Above Average</b> | <b>Exceeds All Expectations</b> |

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**Standard Two: Educational Leadership**

*ISSL—A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.*

- Implements a vision of excellence
- Promotes high expectations of teaching, and student learning
- Directs the establishment of school improvement plans (CSIP), goals, and implementation within the school to enhance student achievement
- Directs establishment and implementation of data gathering, and analyzing in the decision-making process
- Promotes professional developments for board and all employees

**Rate each standard on a scale of 1 to 5.**

| 1                                 | 2                        | 3                      | 4                    | 5                               |
|-----------------------------------|--------------------------|------------------------|----------------------|---------------------------------|
| <b>Does Not Meet Expectations</b> | <b>Needs Improvement</b> | <b>Meets Standards</b> | <b>Above Average</b> | <b>Exceeds All Expectations</b> |

RATING

COMMENTS:

**Standard Three: Finances and Planning**

*ISSL—A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

- Assists the Board of Directors in building a balanced budget annually
- Develops the establishment and implementation of a fiscally sound building maintenance and infrastructure plan
- Communicates with the staff and public about the district's fiscal affairs

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- Continuously analyzes programs and auxiliary services for fiscal efficiency and effectiveness

**Rate each standard on a scale of 1 to 5.**

| 1                                 | 2                        | 3                      | 4                    | 5                               |
|-----------------------------------|--------------------------|------------------------|----------------------|---------------------------------|
| <b>Does Not Meet Expectations</b> | <b>Needs Improvement</b> | <b>Meets Standards</b> | <b>Above Average</b> | <b>Exceeds All Expectations</b> |

RATING

COMMENTS:

**Standard Four: School/Community/Governmental Relations**

*ISSL—A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

*ISSL—A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, cultural context, and diverse community needs.*

- Initiates effective internal and external communication plans and devices
- Works effectively with the community to improve the perception of the district
- Collaborates, communicates, and influences through the use of facts, parents, community persons, community agencies/organizations, and legislators in the areas of mutual interest and needs.

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**Rate each standard on a scale of 1 to 5.**

| 1                                 | 2                        | 3                      | 4                    | 5                               |
|-----------------------------------|--------------------------|------------------------|----------------------|---------------------------------|
| <b>Does Not Meet Expectations</b> | <b>Needs Improvement</b> | <b>Meets Standards</b> | <b>Above Average</b> | <b>Exceeds All Expectations</b> |

RATING

COMMENTS:

**Standard Five: Ethics**

*ISSL—A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.*

- Exhibits professional and ethical behavior, management style, and communication in working with students, parents, board members, employees, and the community
- Is perceived to be straight-forward and non-duplicitous
- Can and will stand up to tough issues and decisions

**Rate each standard on a scale of 1 to 5.**

| 1                                 | 2                        | 3                      | 4                    | 5                               |
|-----------------------------------|--------------------------|------------------------|----------------------|---------------------------------|
| <b>Does Not Meet Expectations</b> | <b>Needs Improvement</b> | <b>Meets Standards</b> | <b>Above Average</b> | <b>Exceeds All Expectations</b> |

RATING

COMMENTS:

OVERALL RATING AVERAGE:

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