New Superintendents Workshop
Superintendent Evaluations

ACSA Superintendents Symposium
January 23, 2018

Presented by:
Tom Manniello, Lozano Smith, Partner
John Almond, ACSA Member Assistance Advocate
Lloyd Wamhof, ACSA Member Assistance Advocate
Lozano Smith Team
Monterey Office

Tom Manniello, Partner
Lou Lozano, Partner
Sarah Levitan Kaatz, Partner

Represent School Boards Regarding
Superintendent Contracts and Evaluations

ACSA
Member Assistance & Legal Support Team

John Almond
Sharon Dezutti
Joe Jones
Janet Morey
Bill Tschida
Lloyd Wamhof

Joanne Godfrey
Office Administrator
Ontario

Margarita Cuizon
Senior Director
Member Services
A Positive Evaluation can be...

- A valuable tool for communications between you & your board – to provide feedback on your performance.
- The key to your future salary increases
- The trigger to extend your contract
- Crucial if you have a divided board – and want to know where you stand.

SUPERINTENDENT EVALUATION HISTORY IN YOUR DISTRICT

- Generally, new Supts retain the same evaluation model as their predecessors.
- Work with your board in developing the model & instruments for your evaluation.
- Have sample evaluation models for your board.
Sample Contract Language

- Samples of evaluation contract language from the very short to the very detailed.
- ACSA model contract language included.

Three Sample Evaluations

1. Generic Sample
2. Desert Sands Unified
3. Shasta High
4 ESSENTIAL ATTRIBUTES LEADING TO A POSITIVE EVALUATION

- Clearly Defined Goals
- Building Trust and Relationships
- The Importance of Collaboration
- Effective Communication

SHARE the DISTRICT’S ACCOMPLISHMENTS LEADING to a POSITIVE EVALUATION

- Language arts test scores have risen ____% in one year
- High school graduation rates have risen ____% in two years
- Secured $____ for modernization of ____ in district schools
- Improved IT service to the classrooms by ____
RESPONDING TO A NEGATIVE EVALUATION

- Opportunity for Dialog
- Engage Board in Creating an Action Plan
- Consider Mentor/Coach
- Don’t get into the blame game
- Consider shelf life – moving on

“HIGH ACHIEVEMENT ALWAYS TAKES PLACE IN THE FRAMEWORK OF HIGH EXPECTATION.”

~ Jack Kinder

ENJOY THE REMAINDER OF YOUR FIRST YEAR AS SUPERINTENDENT.....
SAMPLE EVALUATIONS
## Goal 1
Promote a culture of high expectations for student achievement at all schools and the success of all students.

<table>
<thead>
<tr>
<th></th>
<th>Educational Leader – Serves as the Educational Leader in the District by being well informed and communicating effectively. This includes establishing best practices for curriculum development, instructional practices and the supervision of instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Curriculum and Instructional Leadership – Evaluates and monitors the effectiveness of all instructional, operational and instructional progress and processes for high expectations and alignment to standards. Modifications and interventions for students in English Language Learner Programs, foster youth, low-income students and students with disabilities are appropriate.</td>
</tr>
<tr>
<td>3.</td>
<td>Performance Data – Uses multiple data sources to analyze patterns in student performance data to determine an appropriate course of action for improving teaching and learning. Monitors the use of data with regard to making curricular, staffing, and strategic planning decisions that are conducive to increasing student achievement.</td>
</tr>
<tr>
<td>4.</td>
<td>Professional Development – Ensures a wide range of professional development opportunities are aligned with the goals set for the district, designed to enhance performance and respond to the needs of staff in the context of student achievement initiatives.</td>
</tr>
<tr>
<td>5.</td>
<td>Enforcement of Policies and Practices – Enforces policies and practices including curricular, instructional and operational systems and structures related to a culture of high expectations.</td>
</tr>
<tr>
<td>6.</td>
<td>Stakeholder Input – Involves stakeholders from the community, staff, and board in strategic planning as well as conducting workshops and community forums, i.e., LCAP Strategic Planning Team, District and School Site All-Staff Meetings, etc.</td>
</tr>
<tr>
<td>7.</td>
<td>21st Century Technology – Align and incorporate 21st Century Technology throughout the district with the Common Core State Standards, Curriculum, Assessment, and Professional Development.</td>
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</tbody>
</table>
**PRIORITY AREA 2: ORGANIZATIONAL LEADERSHIP**

<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Work collaboratively with the Governing Board of Trustees to develop a vision for the district and influence the academic, operational and instructional culture of the district.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Board/Superintendent Relationship</strong> – Works towards building a mutual trust relationship with the Board as a whole and individual Board Members. This includes a unified agenda that focuses on improving the achievement of all students by establishing priorities and initiatives that are in alignment with the mission and vision district.</td>
<td></td>
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<tr>
<td>2. <strong>Board Communication</strong> – Establish regular communications protocols with the Board by keeping them informed on key issues, concerns, and problems that affect the efficiency of district operations. This includes apprising the Board of any pending litigation and legal implications.</td>
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</tr>
<tr>
<td>3. <strong>Annual Performance Goals and Objectives</strong> – In collaboration with the Governing Board of Trustees establish annual performance, goals and objectives and performance measures that support priority areas and initiatives.</td>
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<tr>
<td>4. <strong>District Unification Project</strong> – Facilitate unification with __________ High School.</td>
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<tr>
<td>5. <strong>Administrative Leadership</strong> – Shows leadership in establishing curricula, operational and instructional systems and structures that are conducive to improving student performance including identifying, analyzing, and resolving problems that impact the efficiency of district operations.</td>
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<tr>
<td>6. <strong>Instructional Leader</strong> – Works appropriately within the role of instructional leader, while providing clear direction for teachers and administrators regarding curricular and instructional decisions.</td>
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</tr>
<tr>
<td>7. <strong>Development/Administration of Policies</strong> – Effectively works with the board to develop and monitor district policy and administrative regulations related to organizational leadership and administers the district within those policies.</td>
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</tr>
<tr>
<td>8. <strong>Board Retreat</strong> – Build a sense of cohesiveness for board members by scheduling a board retreat that focuses on team building activities, roles and responsibilities and the development of a unified vision and goal setting.</td>
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</table>
Board Member Comments – Accomplishments/Commendations/Areas of Focus:

## PRIORITY AREA 3: MANAGEMENT OF HUMAN RESOURCES

<table>
<thead>
<tr>
<th>Goal 3</th>
<th>Promote organization and management throughout the District by incorporating best practices for human resource management and oversight, coordinating and recruiting highly effective staff, and fostering the development of transformational administrative leaders, teachers, and support staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Personnel Practices</strong> – Develops sound personnel practices and follows established policies and administrative procedures to effectively implement them. Holds administrative staff accountable for their goals and responsibilities.</td>
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<tr>
<td>2. <strong>Highly Qualified Staff</strong> – Employs a process that recruits highly qualified and competent staff to ensure that a broad base of applicants for each position are identified. Utilizes staff and community to implement the process.</td>
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<tr>
<td>3. <strong>Administrative Performance Evaluation</strong> – Develop and organizes an Administrative Performance Evaluation Process that addresses the Professional Development needs of staff and district.</td>
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<tr>
<td>4. <strong>Departmental Reorganization</strong> – Hire an Executive Director of Human Resources, to restructure the Human Resources Division to improve efficiency of office operations.</td>
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<tr>
<td>5. <strong>Staff Morale</strong> – Establishes a process for eliciting certificated and classified staff input and feedback to continually assess the strengths and areas of growth for the district. This includes conducts school and site visits regularly to monitor the welfare and morale of staff members.</td>
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<td>6. <strong>Collective Bargaining Relationships</strong> – Establish a collaborative working relationship with each of the District’s Collective Bargaining Unit Leadership Teams and effectively monitors all aspects of the collective bargaining agreement(s).</td>
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Board Member Comments – Accomplishments/Commendations/Areas of Focus:
## PRIORITY AREA 4: FAMILY AND COMMUNITY ENGAGEMENT

**Goal 4**
Promotes the success of all students and establishes a District culture of high expectations by facilitating the development, implementation, and stewardship of Family and Community Engagement.

1. **Family and Community Engagement** – Established a Family and Community Engagement Coordinator Position to develop, implement and oversee all family and community engagement activities. This role includes being the coach/liaison for schools in implementing effective engagement strategies that are conducive to increasing student achievement.

2. **Engagement Goals and Priorities** – Effectively engages the staff, the board, and members of the community in supporting the district initiatives, programs and short/long-range plans by articulating the district goals and priorities as well as addressing the local and broader issues affecting the district.

3. **Community Outreach** – Organize and facilitate parent workshops and activities including a Parent Academy/College that provides parents with specific strategies to support their child in meeting a high level of excellence and to increase their participation in their child's education.

4. **Media Relations** – Encourages media participation in district activities; educates media representatives on district accomplishments and issues impeding academic progress, etc.

5. **Student Advocacy** – Establish positive working relationships with parent organizations, community and business leaders, and non-profit agencies to generate good will, advocacy and support for all students who attend classes in the _________ Union School District.

*Board Member Comments – Accomplishments/Commendations/Areas of Focus:*
**PRIORITY AREA 5: BUSINESS & FINANCE**

**Goal 5**
Promote the stability of the District’s financial resources through leadership and management of a balanced budget that strives to enhance the availability of resources for direct, curricular, instructional and operational purposes.

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<td></td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Developing</td>
<td>Does Not Meet Expectations</td>
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</tbody>
</table>

1. **Fiscal Management** – Ensures completion of processes and protocols associated with the annual and interim budgets; directs overall operational activities within the district; and evaluates financial needs and works with the board and district business official to establish financial and budgetary priorities.

2. **Financial Controls/Audits** – Monitors financial controls and audits to meet state/federal requirements, and keeps the Board updated on budget matters; Complies' with federal, state and district fiscal rules and *Local Control Funding Formula* and *Local Control Accountability Plan* guidelines.

3. **School Facilities Bond** – Oversees bond campaign and construction of approved projects.

4. **District Policy** – Works with the board to monitor district policy and administrative regulations related to District Operations and Financial Management.

5. **State of District Facilities/Projects** – Regularly assesses the state of district facilities and projects i.e. new school construction, school bonds, school facilities, and maintenance projects and develops a plan and timeline to support of district said priorities conduct as appropriate and necessary.

6. **Operational Support** – Ensures operational, fiscal and managerial support for all areas under business services i.e. facilities and maintenance, technology, food services and business finance.

**Board Member Comments – Accomplishments/Commendations/Areas of Focus:**
## PRIORITY AREA 6: PERSONAL QUALITIES / TRUST AND OPEN COMMUNICATION

### Goals 6
Promotes a culture of high expectations and a drive to accomplish district goals and objectives by working with all stakeholders and establishing an ethical standards consistent with the values of the governing board of trustees.

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Developing</th>
<th>Does Not Meet Expectations</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Values and Expectations – Encourages an inclusive and respectful environment that aligns with the organization’s execution of the district’s vision, mission, and strategic goals. Performs all duties in a manner consistent with the values and expectations of the board.</td>
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<td>2.</td>
<td>Quality and Competence Leadership – Elicits respect in the schools, among peers, and in the community; Recognized as a leader who demonstrates quality and competence in action and deed.</td>
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<td>3.</td>
<td>Ethical and Personal Integrity – Demonstrates ethical and personal integrity consistent with expectations associated with the role of superintendent. Is open to and responds to constructive criticism. Presents a business-like and professional appearance.</td>
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<td>4.</td>
<td>Oral and Written Communication – Oral and written communications is clear and effective; Prepares complete Board agenda and back-up materials; issues clear and effective written documents.</td>
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<td>5.</td>
<td>Adversity – Maintains poise and composure in the face of Crisis/Criticism—Listens carefully to issues, concerns and criticism. Demonstrate transparency in communication and responsiveness across all stakeholder groups.</td>
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<td>6.</td>
<td>Professional and Collaborative Relationships – Establish a positive, professional, and collaborative relationship with community, state, local leaders, and school district union leadership to ensure that all decisions are made in the best interest of students.</td>
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<td>7.</td>
<td>Trust and Open Communication – Constructively promote and influence the assimilation of a “trust and open communication” culture and climate throughout the District by acting with integrity, fairness, and in an ethical manner that fosters trust through open and honest communication with all stakeholders.</td>
<td></td>
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<tr>
<td></td>
<td>Exceeds Expectations</td>
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**OVERALL EVALUATION**

*Board Member Comments - Accomplishments/Commendations/Areas of Focus:*
Superintendent's Response:
1. June – Superintendent and Board establishes goals for the following school year
2. September – Superintendent updates Board on progress towards goals
3. December - Superintendent updates Board on progress towards goals
4. March – Superintendent provides report on progress towards goals
5. March – Board evaluates Superintendent as a whole during closed session
6. April – Overall Superintendent evaluation is compiled by the Board President and discussed with the Superintendent
7. May – Board votes on extending the Superintendent’s Contract
Shasta Union High School District
Evaluation of Superintendent
School Year

Rating scale
4  Outstanding. Exceeding expectations
3  Successful. Meeting expectations
2  Area for future growth and improvement
1  Unsatisfactory

Relationship with the Governing Board

Consider the degree that the Superintendent.

_____Keeps the Board informed of issues and operations of the District.
_____Provides professional advice based on thorough analysis and study.
_____Supports Board policy in interactions with the public and staff.
_____Has a harmonious relationship with the Board.
_____Works effectively and fairly with individual Board members.
_____Keeps the Board informed about concerns expressed by the public.
_____Expresses disagreement with the Board in a professional manner.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Administration of the District

Consider the degree that the Superintendent

_____Interprets and executes the intent of Board Policy.
_____Establishes priorities for challenges facing the District.
_____Empowers staff to make decisions that affect their sites and departments.
_____Maintains a climate conducive to open communication and consensus.
_____Establishes an organizational structure that clarifies roles and responsibilities.
_____Assures that tasks and duties are performed in a timely and professional manner.
_____Provides appropriate agendas, information, and materials for Board meetings.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
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11
Relationship with the Community

Consider the degree that the Superintendent
____ Gains the respect and support of the community as an educational leader.
____ Solicits and gives attention to the concerns of all groups and individuals.
____ Develops an amicable and professional relationship with the media.
____ Participates actively in community events and activities.
____ Works effectively with local public and private agencies.
____ Promotes parent and community involvement in educational decisions.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
_________________________________

Staff and Personnel Leadership

Consider the degree that the Superintendent
____ Fosters positive staff morale and loyalty to the District.
____ Establishes effective processes for communicating with staff.
____ Treats personnel fairly while insisting on performance of duties.
____ Delegates authority to staff members appropriate to the positions held.
____ Involves appropriate staff in planning and problem solving.
____ Develops an effective process for evaluating staff.
____ Ensures that principals identify and address areas of deficiency.
____ Assures that the District hires and supports the best available personnel.
____ Serves as an effective advocate for the Board in employee-employer matters.

Comments:
___________________________________________________________________________________
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_________________________________

Educational Leadership

Consider the degree that the Superintendent
____ Implements the District’s philosophy of education.
____ Develops an effective process for evaluating the educational program.
____ Reports the results of academic assessments to the Board and community.
____ Establishes priorities for academic improvement.
____ Establishes processes to develop the competence and confidence of staff.
____ Promotes staff involvement in instructional and curricular improvement.
____ Exemplifies and inspires a commitment to academic excellence among staff.
____ Keeps informed about and communicates strategies for enhancing academic achievement.
____ Ensures compliance with state, federal, and local mandates.
Consider the degree that the Superintendent
_____ Understands and addresses the facility, material, equipment, and maintenance needs of the educational program.
_____ Establishes processes that align the budget with District goals.
_____ Monitors expenditures and ensures that sound business practices, and adequate controls are utilized.
_____ Understands and protects the District’s financial interests.
_____ Evaluates financial needs and makes appropriate recommendations.
_____ Ensure that the facility, maintenance, and operations needs of the District are addressed in a competent and timely manner.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Consider the degree that the Superintendent
_____ Maintains high standards of ethics, honest, and integrity in all personal and professional matters.
_____ Exercises good judgment and democratic procedures in arriving at decisions.
_____ Devotes the time and energy required to do the job.
_____ Demonstrates the ability to work well with individuals and groups.
_____ Communicates effectively in both oral and written forms.
_____ Maintains poise and professionalism while defending principles in the face of pressure and partisan influence.
_____ Presents a positive and professional image to staff and community.
_____ Participates in appropriate professional growth opportunities.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Progress on Goals (Focus Points) for the School Year

Consider the degree that the Superintendent ______Completed the goals for the school year.

Comments:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Other
The Board and Superintendent may agree to add the results or conclusions from other processes such as surveys, assessment results, or interviews and meetings with other staff.

Recommendations
___________________________________________________________________________________
___________________________________________________________________________________
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Overall Rating ______

Superintendent’s Comments: _________________________________________________________
___________________________________________________________________________________
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___________________________________________________________________________________

14
Signatures

<table>
<thead>
<tr>
<th>Board President</th>
<th>Date</th>
<th>Superintendent</th>
<th>Date</th>
</tr>
</thead>
</table>

The signature of the Superintendent acknowledges receipt of the evaluation. The Superintendent may prepare a written response to be attached and to be included with this document in the personnel file.
Superintendent’s Annual Performance Evaluation, 2014-15

Goals for 2015-16

Gary Rutherford, Ed.D.
TABLE OF CONTENTS

Purpose and Timeline Page 3

I. Board-Superintendent Relations Pages 4-5
II. Student Growth & Achievement Pages 6-12
III. Organizational Leadership Pages 13-15
IV. District Operations & Fiscal Mgmt. Pages 16-20
V. Communication/Community Relations Pages 21-23
VI. Human Resource Management Pages 24-28
VII. Professionalism Pages 29-31

Appendix Page 32

Please complete rating forms for each section and return to Mrs. Jonathan on Tuesday, September 15, 2015.
Superintendent’s Employment Agreement, Article 10. Performance Evaluation

The Governing Board shall annually evaluate the performance of the Superintendent and the working relationships between the Superintendent and the Governing Board. This evaluation shall be based on the position description and the mutually agreed upon and specified goals and objectives in accordance with the procedures authorized in District policies. Such goals and objectives shall be developed by the Superintendent and the Governing Board no later than March 30, 2013, for the Superintendent’s first year of employment, and between June 1 and August 31 each subsequent year of this contract, and the final written evaluation shall be completed no later than August 31 of the school year beginning August 31, 2014.

NOTE: By mutual agreement, the completion date for the annual Superintendent’s Performance Evaluation and Goal Setting was moved from August 31 to November 30 of each school year.

2014-15 Performance Evaluation & 2015-16 Goal-Setting Timeline

Establishment of District-Wide Goals and Priorities for 2015-16 School Year


Timeline for 2014-15 Performance Evaluation of Superintendent

- Meet with Board President to determine timeline and process August 2015
- Review timeline and process with Board during closed session September 1, 2015
- Board members individually complete and return rating forms to Board President September 15, 2015
- Board President compiles and shares draft of feedback with Board October 6, 2015
- Board President meets with Superintendent to review feedback By October 16, 2015
- Superintendent finalizes Goals for 2015-2016 as necessary based on Board feedback October 20, 2015
- Board President conducts final written evaluation meeting with Superintendent By October 30, 2015
Desert Sands Unified School District

Superintendent’s

Annual Performance Evaluation, 2014-15

Board Criteria for Evaluation: BOARD-SUPERINTENDENT RELATIONS

Superintendent assists the board in carrying out its responsibilities, and leads the staff toward the accomplishment of the adopted district vision and goals. As chief executive officer of the district, Superintendent successfully assumes administrative responsibility for achieving the district’s indicators of success as adopted by the board, while managing the day-to-day operations of the district with board established policy.

• Prepares and submits recommendations relative to all matters placed before the Board with necessary and helpful facts, information and reports as needed to ensure the making of informed decisions

• Assures that board policies and administrative regulations are updated and implemented

• Studies concerns and complaints and reports to the Board as necessary

• Acts as liaison between the Board and staff, working toward a high degree of understanding and respect

• Remains impartial toward Board members, treating all fairly, equally and with respect

• Carries our instructions from the Board without distortion and misinterpretation

• Creates a sense of trustworthiness in Board-Superintendent relations

• Seeks and accepts constructive criticism of performance

• Answers questions and requests of Board members promptly

How would you classify the superintendent’s overall performance in the area of Board-Superintendent Relations? Please circle the number that best represents your assessment:

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<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Distinguished</td>
<td>Proficient</td>
<td>Adequate</td>
<td>Needs</td>
<td>Failing</td>
<td>Not Observed</td>
</tr>
</tbody>
</table>

Comments that Represent Consensus of the Board:
Desert Sands Unified School District

Superintendent’s
Annual Performance Evaluation, 2014-15

Board Evaluation Criteria: STUDENT GROWTH AND ACHIEVEMENT

Superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the Educational Services Division. Annual or other district performance objectives are articulated and clearly achieved under the direction of the superintendent relative to STAR, API, AYP, and other locally determined measures.

- Effectively works with the Board to develop and monitor district policy and administrative regulations related to Student Growth and Achievement
- Demonstrates understanding and appropriate use of performance measures established within the district in support of specific goals and initiatives
- Appropriately monitors student achievement on state tests and has actively developed successful strategies for improvement including meeting annual requirements for Adequate Yearly Progress
- Monitors, oversees, and encourages use of performance data among professional staff with regard to making curricular, staffing, and strategic planning decisions within the district
- Has worked to ensure that all performance targets for staff and students have been met for the most current evaluation period

How would you classify the superintendent’s overall performance in the area of Student Growth and Achievement? Please circle the number that best represents your assessment:

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</table>

Comments that Represent Consensus of the Board:
Board Evaluation Criteria: ORGANIZATIONAL LEADERSHIP

Superintendent has worked collaboratively with the Board to develop a vision for the district, displays an ability to identify and rectify problems affecting the district, works collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and works to influence the climate and culture of the district.

- Effectively works with the board to develop and monitor district policy and administrative regulations related to Organizational Leadership
- Has ensured priorities and initiatives are in alignment with a clearly defined and well-articulated vision for the district
- Has developed and implemented operational plans and processes to accomplish strategic goals
- Demonstrates an ability to assist and motivate others in achieving personal, professional, and district goals
- Is skilled in identifying, analyzing, and resolving problems that impact the district
- Maintains a regular presence in district buildings and at district events for the purpose of monitoring effectiveness of programming
- Uses strategic initiatives and district performance data to identify appropriate professional development opportunities for staff within the district
- Works appropriately within the role of instructional leader, while providing clear direction for teachers and administrators regarding curricular decisions
- Demonstrates clear understanding of board/superintendent relationship including appropriate roles and responsibilities
- Ensures compliance with all applicable local, state, and federal laws/regulations

How would you classify the superintendent’s overall performance in the Organizational Leadership? Please circle the number that best represents your assessment:

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<td>Not Observed</td>
</tr>
</tbody>
</table>

Comments that Represent Consensus of the Board:
Board Evaluation Criteria: DISTRICT OPERATIONS AND FISCAL MANAGEMENT

Superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.

- Effectively works with the board and the Business Services Division to develop and monitor district policy and administrative regulations related to District Operations and Financial Management.
- Regularly assesses state of district facilities and equipment and develops replacement and updating schedules as appropriate.
- Demonstrates knowledge appropriate to the role of the superintendent regarding all financial and budgeting issues.
- Works with the board and district business official to successfully accomplish financial and budgetary priorities including meeting all timelines associated with the annual budget.
- Develops contingency plans designed to address anticipated and unanticipated budgetary necessities.
- Provides regular as requested financial and budgetary reports to the board.
- Ensures end-of-year results are consistent with budgetary planning expectations.

How would you classify the superintendent’s overall performance in the area of District Operations and Fiscal Management? Please circle the number that best represents your assessment:

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Comments that Represent Consensus of the Board:
Board Evaluation Criteria: COMMUNICATION AND COMMUNITY RELATIONS

Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.

- Effectively works with the board to develop and monitor district policy and administrative regulations related to Communication and Community Relations
- Has worked successfully with the board to build support in the community for the district’s vision, mission, and both long and short-term priorities
- Ensures that media resources are handled skillfully, and regularly demonstrates sound judgment when communicating with the public
- Maximizes utilization of multiple methods for delivering accurate, timely, and reliable information to the Board and community
- Has been able to successfully build school/community partnerships that benefit students and staff
- Communicates effectively with the board and coordinates the flow of information from administrators to board committees in a manner consistent with Board Operating Guidelines

How would you classify the superintendent’s overall performance in the area of Communication and Community Relations? Please circle the number that best represents your assessment:

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Comments that Represent Consensus of the Board:
Board Evaluation Criteria: HUMAN RESOURCE MANAGEMENT

Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.

- Effectively works with the board and the Personnel Services Division to develop and monitor district policy and administrative regulations related to Human Resource Management
- Appropriately manages district staff, assigning functions, delegating effectively, and determining accountability as necessary
- Ensures timely completion of all district wide staff evaluations
- Ensures alignment of superintendent evaluation goals with that of key personnel
- Has ensured training and professional development opportunities for all professional staff related to new requirements for teacher and administrator evaluation
- Institutes sound employee relations programs to improve relationships between and among all staff members
- Effectively monitors all aspects of the collective bargaining agreements in the district

How would you classify the superintendent’s overall performance in the area of Human Resource Management? Please circle the number that best represents your assessment:

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Comments that Represent Consensus of the Board:
Superintendent models professional decision-making processes and ethical standards consistent with the values and expectations of California’s public education system as well as that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.

- Demonstrates recognition and understanding of public education’s role in promoting civic responsibility
- Performs all duties in a manner consistent with the values and expectations of the board and community at large
- Supports a standards-based approach to governance, leadership, and instruction throughout the district
- Encourages an inclusive and respectful environment that aligns with the organization’s execution of the district’s vision, mission, and strategic goals.
- Demonstrates ethical and personal integrity consistent with expectations associated with the role of superintendent
- Maintains the confidence and trust of school professionals and the community
- Continuously monitors effectiveness within the role of the superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection

How would you classify the superintendent’s overall performance in the area of Professionalism? Please circle the number that best represents your assessment:

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Comments:
EVALUATION OF THE SUPERINTENDENT
ADMINISTRATIVE CHARACTERISTICS
2015-16

Superintendent’s Name ______________________ Date __________________

Mark your individual ratings. After completion, the board president will tally scores after which
the members will meet, in order to reach consensus, before presenting the final documentation to
the Superintendent.

USE THE FOLLOWING SCALE:

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RELATIONSHIP WITH THE BOARD

➢ Keeps the Board informed on issues, needs and operation of the school in a timely
  manner

➢ Offers professional advice to the Board on items requiring Board action, with appropriate
  recommendations based on thorough study and analysis.

➢ Executes the intent of Board policy.

➢ Supports Board Policy and actions to the public and staff.

➢ Has a harmonious working relationship with the Board.

➢ Accepts responsibility for maintaining liaison between the Board and staff, working
  toward a high degree of understanding and respect between the staff and the Board.

➢ Remains impartial toward the Board, treating all Board members alike.

➢ Refrains from criticism of individual or group members of the Board.

➢ Goes immediately and directly to the Board when it appears an honest, objective
  difference of opinion exists between him/her and any or all members of the Board in an
  earnest effort to resolve such differences immediately.

➢ Feels free to maintain opposition to matters under discussion by the Board until an
  official decision has been reached, after which time his/her own views are subordinated.
ADMINISTRATION OF THE SCHOOL DISTRICT

- Distinguishes between prime problems and trivialities.
- Plans time so that matters of greatest importance are dealt with thoroughly.
- Organizes the staff so that appropriate decision-making may take place at various levels.
- Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff’s special competencies and interest.
- Has developed a system that assures that all significant activities or duties are performed regularly or administered properly and lawfully.
- Encourages the utilization of talents and expertise to staff.
- Provides the Board with a written agenda and appropriate back-up material by the determined date before each Board meeting.
- Problem solves in a timely manner.

COMMUNITY RELATIONSHIPS

- Has gained the respect and support of the community on the functioning of the District’s operation.
- Solicits and gives attention to problems and opinions of all groups and individuals.
- Develops friendly and cooperative relationships with news media.
- Achieves status as a community leader in public education.
- Works effectively with public and private agencies.

STAFF AND PERSONAL RELATIONSHIPS

- Develops and executes sound personnel procedures and practices, including the development and implementation of staff development activities.
- Develops good staff morale and loyalty.
- Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- Delegates authority to staff members to the position each holds
Recruits and assigns the best available personnel in terms of their competencies.

Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.

Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.

Takes an active role in development of salary schedules for all personnel, and recommends to the Board the levels which, within budgetary limitations will best serve the interests of the District.

EDUCATIONAL LEADERSHIP

Understands and keeps informed regarding all aspects of the instruction program

Participates with staff, Board and community in studying and developing curriculum improvement.

Organizes a planned program of curriculum evaluation and improvement,

Utilizes the abilities and talents of the entire professional staff and members of the community.

Exemplifies the skills and attitudes that inspire others to higher professional standards.

Maintains professional development by reading, course work, conference attendance, and work on professional committees, visiting other districts and meeting with other superintendents.

BUSINESS AND FINANCE

Keeps informed on needs of the school programs – plant, facilities, equipment and supplies.

Supervises operations, insisting on competent and efficient performance.

Determines that:
Funds are spent wisely and within budget.
Adequate controls and accounting are maintained.

Evaluates financial needs and makes recommendations for adequate financing.

Effectively represents Board in labor negotiations.

PERSONAL QUALITIES

Defends principle and conviction in the face of pressure and partisan influence.
- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- Devotes time and energy effectively to job.
- Demonstrates ability to work well with individuals.
- Exercises good judgment and the participatory process in arriving at decisions.
- Possesses and maintains the health and energy necessary to meet the responsibilities of the position.
- Maintains poise and emotional stability in the full range of the professional activities.
- Communicates effectively in dealing with staff members, the Board and the public.
- Writes clearly and concisely.
- Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.
- Thinks well when faced with an unexpected or disturbing turn of events in a large group manner.
- Interacts well with students of all grade levels.

Mike Freeman, Superintendent
Grant Elementary School District

Charles “Chuck” Aukland
Board of Trustees

Sami Kader
Board of Trustees

Michael Sanchez
Board of Trustees

Galen Schmidt
Board of Trustees

Bill Schueller
Board of Trustees
Tulare Joint Union High School District

Board Survey of Administrator Leadership for 2015-2016

This survey offers the Board a formal opportunity to provide important feedback to the Superintendent on district leadership.

Board Relations

1. The Superintendent informs and advises the Board about the programs, practices, and problems of the District, and keeps the Board informed of activities operating under the Board’s authority.

2. The Superintendent demonstrates respect and cooperation in relationships with the Governing Board.

3. The Superintendent works collaboratively and in a timely fashion with the Board to identify problems and solutions to the challenges faced by the District.

4. The Superintendent follows up on Board Members’ requests and questions in a timely manner.

Areas of Commendation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Areas of Recommendation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Community Relations

1. The Superintendent leads and inspires the community in its commitment to education.

2. The Superintendent understands the community culture and values and is an active participant in community activities.

3. The Superintendent recognizes, values and supports ethnic, cultural, gender, and economic diversity throughout the school community, while striving to provide fair and equitable treatment and consideration for all.

4. The Superintendent is open and sensitive to community concerns and desires about the educational system.

5. The Superintendent strives to build a strong, positive community attitude toward the school district.

6. The Superintendent develops friendly and cooperative relationships with the news media.

Areas of Commendation:

________________________________________________________________________

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Areas of Recommendation:

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Curriculum/Instruction

1. The Superintendent communicates the importance of having high expectations for all students.

2. The Superintendent is steadfast in his commitment to improved student performance and ongoing systemic renewal.

3. The Superintendent provides educational leadership to the Board, school staff, and community.

4. The Superintendent implements the District’s philosophy of education.

5. The Superintendent keeps abreast of current trends in education and advises the Board as to desirable courses of action.

6. The Superintendent develops assessment programs and other procedures for evaluation of the effectiveness of the instructional program.

7. The Superintendent involves the community in Strategic Planning for educational programs.

Areas of Commendation:


Areas of Recommendation:


Staff and Personnel Management

1. The Superintendent continually builds, maintains, and inspires an effective, efficient, professional management team.

2. The Superintendent delegates authority appropriate to the position each person holds and evaluates staff, giving commendations for good work, as well as constructive recommendations for improvement.

3. The Superintendent treats all personnel in a sensitive manner while insisting on performance of duties.

4. The Superintendent promotes participation of appropriate staff members and groups in planning, procedures, and policy interpretation prior to any decision making.

5. The Superintendent recruits and assigns the best available personnel based on their competencies.

6. The Superintendent utilizes an evaluation process for District administrators that provide appropriate feedback for commendations, areas of strength, recommendations, and areas needing improvement.

Areas of Commendation:

Areas of Recommendation:
Leadership and Professionalism

1. The Superintendent effectively models responsibility, ethics, honest, and integrity.

2. The Superintendent encourages and supports the personal and professional development of others.

3. The Superintendent shows interest, energy, and enthusiasm toward work.

4. The Superintendent demonstrates a sense of humor at appropriate times.

5. The Superintendent demonstrates persistence and initiative needed to accomplish goals and objectives.

Areas of Commendation:


Areas of Recommendation:


Business and Finance

1. The Superintendent evaluates financial needs and makes recommendations regarding best use of available funds in a format the Board and public can utilize easily.

2. The Superintendent encourages public and staff awareness of the budget process and constraints.

3. The Superintendent demonstrates cost-effectiveness in District management and operations.

4. The Superintendent ensures that funds are spent wisely and with adequate control and accounting maintained.

5. The Superintendent recommends to the Board allocation of resources in accordance with Board adopted priorities and policies, keeping the Board informed of short and long term needs.

6. The Superintendent updates and implements the Master Plan for Modernization and future facilities.

Areas of Commendation:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Areas of Recommendation:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Develop and Carry Out District Goals/Priorities

1. The Superintendent works with the Board and staff annually to identify key priorities, action plans, and assessments.

2. The Superintendent gives regular and timely progress reports to the Board on progress of the District’s priorities.

3. The Superintendent communicates the District’s priorities to the staff and community.

4. The Superintendent works effectively with the staff to achieve the Board’s priorities.

Areas of Commendation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Areas of Recommendation:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature Page Follows
SAMPLE EVALUATION
LANGUAGE
5. **Evaluation of the Superintendent**
The Board and the Superintendent shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. Such goals and objectives shall be established no later than the first meeting of the Board in September of each year.

[Alternative 1]
Within thirty (30) days after the commencement of the Term, the Board and the Superintendent shall meet to discuss agreed upon goals and objectives for the purposes of the ensuing year's evaluation. Thereafter, on an annual basis, no earlier than May 1 and no later than June 1, the Board and the Superintendent shall meet and agree upon objectives for evaluation for the succeeding school year.

(Schedule Board Meeting)
The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Superintendent and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Superintendent. Such meeting shall be conducted in closed session unless mutually agreed otherwise. Evaluations shall be based upon the mutually developed and agreed upon performance goals and objectives for that year’s evaluation. In addition thereto, the Board and the Superintendent shall assess the quality and effectiveness of their working relationship. After reviewing the performance of the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent has performed, in the Board’s judgment, satisfactorily or unsatisfactorily.

(Majority of Board)
An evaluation shall be deemed to be “satisfactory” if a majority of Board members have rated the Superintendent’s performance as satisfactory in individual evaluations prepared by such Board members.

(Deadline)
The Board will provide a formal evaluation of the Superintendent's performance at least once annually, no later than _____ of each year. If the Board’s evaluation of the Superintendent is not completed by July 1 of any year under this Agreement, the Board shall take prompt and immediate action to complete the evaluation. If the Board’s evaluation of the Superintendent’s performance is completed after July 1 and if it is satisfactory, the Superintendent shall be entitled to retroactive application of the salary
increase and contract extension to which the Superintendent is entitled to under Section I and 3.1 of this Agreement.

(Mutually Agreed Format)
The Board and the Superintendent shall agree upon a written evaluation format which shall be used during the Term.

(Unsatisfactory Evaluation)
If the Board concludes that the Superintendent's performance is unsatisfactory in any respect, the Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Superintendent that another evaluation will be conducted within six (6) months. Such written recommendations and the specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

(Confidentiality)
The Board, unless otherwise agreed to in writing with the Superintendent, shall maintain confidentiality concerning the contents of any evaluation.
Evaluation

The Board of Trustees shall dedicate a portion of at least one meeting annually in May each year to the evaluation and performance of the working relationship between the Superintendent and the Board. The evaluation is based on the position description, projects to goals, and the mutually agreed upon and specified District goals and objectives in accordance with the procedures outlined in District policies.
**Evaluation**

The Board will provide a written evaluation of the superintendent annually and may evaluate and discuss the performance of the Superintendent any time during the term of this Agreement. If the Board evaluates the Superintendent in writing, the written evaluation shall be delivered to the Superintendent and a copy of the evaluation shall be placed in the Superintendent’s personnel file. The Superintendent may elect to respond to the Board’s written evaluation in writing, and to have a copy of the response placed in the personnel file of the Superintendent. The Board shall, if requested by the Superintendent, meet and discuss the contents of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation. Evaluations of the Superintendent shall be discussed only in closed session.
Evaluation

Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular meetings. At least once a year, a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) oral and written evaluation of Superintendent’s performance, (c) review of Superintendent’s salary and benefits, and (d) discussion of goals and objectives for the succeeding year.

After reviewing the performance of Superintendent, based upon the agreed upon goals and objectives established for the school year, Board shall notify Superintendent in writing whether Superintendent has performed, in Board’s judgment, satisfactorily or unsatisfactorily.

If Board concludes that Superintendent’s performance is unsatisfactory, Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within thirty (30) days of the date of evaluation.

Failure of Board to conduct an evaluation under this section shall not prevent Board from acting to terminate the employment of Superintendent if Board determines, in its discretion, that such action is warranted.
Evaluation

The Board shall discuss on an as-needed basis its working relationship with the Superintendent and his/her job performance, including a mid-year verbal discussion each year. The Board shall formally evaluate the performance of the Superintendent in writing at least once a year, by June 1, during the term of this Agreement. The Superintendent’s evaluation shall be reasonably related to the position descriptions for the position of Superintendent, this Agreement, and the goals and objectives of the District for the year in question. By September 15 of each year, the Superintendent shall submit a written format for evaluation which shall be mutually agreed upon by the Board and the Superintendent.

If the Board determines the performance of the Superintendent is unsatisfactory in any respect, it shall describe, in writing in reasonable detail, specific instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent and the Superintendent shall have the right to make a written response to the evaluation, which shall become a permanent attachment to the Superintendent’s personnel file. The Board shall meet with the Superintendent in closed session to discuss the evaluation. Any failures on the part of the Board regarding the evaluation of the Superintendent shall have no legal impact and shall not constitute a breach of this Agreement.
Evaluation

a. Goals, Objectives, and Process. The Board shall annually evaluate the working relationship between the Board and Superintendent. The Parties will endeavor to agree upon an evaluation instrument; however, if the Parties are unable to reach an agreement, the Board will select the evaluation instrument. The evaluation will be based upon the factors contained in the evaluation instrument and any mutually agreed upon District goals and objectives. By no later than September 1 of each year of this Agreement, the Superintendent shall submit to the Board a written document detailing priorities, goals and tasks to be addressed by the Superintendent for the following school year. The Governing Board will review the document and if necessary, will modify the document, with the agreement of the Superintendent. After review by the Governing Board and any amendments, these priorities, goals and tasks will become the Superintendent’s goals and objectives for the school year.

The Board shall assess in writing the performance of the Superintendent on the identified goals and objectives by June 30th of each year. The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Superintendent and the Board. Every effort will be made to conduct this meeting by a date to be determined by the Board and the Superintendent. Such meeting to discuss the actual evaluation shall only be conducted in closed session. Evaluations shall be based upon the mutually developed and agreed upon performance goals and objectives for that year’s evaluation. The Board and the Superintendent shall also meet semiannually during the course of the year to give oral feedback to the Superintendent concerning the Superintendent’s progress towards meeting the mutually agreed upon goals and objectives, and making any agreed upon modifications to those goals and objectives. After reviewing the performance of the Superintendent based upon the agreed upon goals and objectives established for the school year, the Board shall notify the Superintendent in writing whether the Superintendent has performed, in the Board’s judgment, satisfactorily or unsatisfactorily.

An evaluation shall be deemed to be “satisfactory” if a majority of the Board members have rated the Superintendent’s performance as satisfactory in all performance categories. If the Board determines that the Superintendent’s performance is unsatisfactory in any respect, it shall describe in writing and in reasonable detail said unsatisfactory performance, citing specific instances where possible, and provide her with direction as to how to improve her performance.

The Board shall, if requested by the Superintendent, meet and discuss the contents of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation.

A copy of the evaluation shall be delivered to the Superintendent and a copy of the evaluation shall be placed in the Superintendent’s personnel file. The Superintendent shall then have ten (10) days from receipt of the evaluation to respond in writing to the evaluation.
b. **Failure to Evaluate.** The evaluation procedures and requirements set forth in this Agreement shall be the exclusive means by which the Superintendent is evaluated and is intended to supersede any other provision regarding evaluation which might exist in applicable law or by virtue of any District rules, regulations, handbooks, and Policies, or other agreements. Any failure on part of the Board to meet the requirements or deadlines set forth in the Agreement shall not release the Superintendent from fully and faithfully performing the services under this Agreement or constitute a default by the District of its obligations under this Agreement.
Evaluation

a. Yearly Evaluation. The Board shall discuss on an as-needed basis its working relationship with the Superintendent and her job performance, including a mid-year verbal discussion each school year. The Superintendent shall work with the Board to develop a timeline for each year’s evaluation process. At least once a year and normally during the month of March a portion of a Board meeting shall be devoted to (1) formal criteria to be used to evaluate the Superintendent, (2) an oral and written evaluation of the Superintendent’s performance, (3) a review of the Superintendent’s salary and benefits, and (4) discussion of goals and objectives for the succeeding year. Nothing in this Agreement shall preclude the Board from evaluating the Superintendent more than one time per year. Among other criteria, the evaluation shall be based upon the job description and any mutually agreed upon goals and objectives.

b. Board Review. The Board shall conduct its evaluation of the Superintendent in closed session meetings of the Board and endeavor to complete the evaluation by June 30. The Board shall meet with and provide a copy of the evaluation report to the Superintendent. Based upon findings specified in the evaluation report, the Superintendent, in collaboration with the Board, will prepare an action plan, if necessary, that will address areas identified as needing clarification, emphasis or improvement. If a jointly prepared action plan cannot be agreed upon, the Board, in its sole discretion, shall issue the action plan. The Superintendent and the Board President shall sign the evaluation report and action plan. The Superintendent shall have ten (10) calendar days from receipt of any evaluation to respond in writing. Evaluations and action plans relating to the Superintendent and any written comments in response shall be placed in the Superintendent’s personnel file.

c. Outside Facilitator. Whenever it is deemed desirable by the Board, an outside facilitator may be mutually selected by the Board and the Superintendent to facilitate discussion of the Superintendent’s performance, the Board-Superintendent relations and/or completion of the Superintendent’s evaluation.

d. Failure to Evaluate Non-Limiting. The evaluation procedures and requirements set forth in this Agreement shall be the exclusive means by which the Superintendent is evaluated and are intended to supersede any other provisions concerning evaluation that might exist in applicable law or by virtue of any District rules, regulations, handbooks, policies or other agreements. Any failure on the part of the Board to meet the requirements or deadlines set forth in this paragraph shall not release the Superintendent from fully and faithfully performing the services required to be performed under this Agreement or constitute a default by District of its obligations under this Agreement.
Evaluation

a. **Periodic Oral Evaluations.** The Board and the Superintendent shall periodically meet to conduct oral evaluations of the working relationship between the Board and the Superintendent.

b. **Annual Written Evaluation.** The Board shall devote a portion of at least one meeting annually to evaluate the performance of the Superintendent and the working relationship between the Superintendent and the Board. This evaluation shall be based on the duties of the position, this Agreement, the job description, and any mutually agreed upon goals and objectives, or District directed goals. The Board shall meet with and provide the Superintendent with a copy of the formal, written evaluation in a closed session meeting. The parties shall endeavor to complete the evaluation process by June 15 each year.

c. **Evaluation Ratings.** The formal written evaluation shall address specific areas of performance and contain an overall rating so that a clear and affirmative decision is made regarding the Superintendent’s entitlement to any salary increase granted to the District’s certificated management staff. The written evaluation shall contain an overall “satisfactory or unsatisfactory” rating. If the Board determines that the Superintendent’s evaluation is “satisfactory,” the Superintendent shall be entitled to advance one step on the Superintendent Salary schedule. If the Board determines that the Superintendent’s evaluation is “unsatisfactory,” or if the Board fails to conduct the formal, written evaluation, Superintendent’s salary shall remain unchanged and there shall be no step advancement.

d. **Evaluation Procedure.** If the Board determines the performance of the Superintendent is unsatisfactory in any respect, it shall describe, in writing in reasonable detail, specific instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent and the Superintendent shall have the right to make a written response to the evaluation within ten (10) calendar days from receipt of the evaluation. Written comments by the Superintendent will be attached to the evaluation and placed into the Superintendent’s personnel file. The Board shall meet with the Superintendent in closed session to discuss the evaluation. The Superintendent shall be responsible for notifying the Board, in writing, of the evaluation timelines. A failure on the part of the Board to evaluate the Superintendent or to adhere to these timelines and evaluation procedures shall not constitute a breach of this Agreement or relieve Superintendent of her responsibilities under this Agreement.

The parties intend to comply with applicable laws; however, if the term of this Agreement is interpreted by a court to have been automatically extended commensurate with an automatic increase in compensation, the increase in compensation provided for that year shall not exceed the limit established by Government Code sections 3511.1 and 3511.2.
e. **Reporting Out.** If the Superintendent’s overall evaluation rating is “satisfactory” or higher, then the Board shall report the result in open session so that the public remains informed about the Superintendent’s entitlement to the salary increase specified in this Agreement.

f. **Contract Review.** At the conclusion of each annual evaluation, the parties shall review this Agreement, analyze whether the Superintendent’s compensation is comparable to superintendent compensation in similarly sized districts in the County and consider modifications and additions. In addition, during the evaluation discussion for the 2019-20 school year, the parties shall discuss whether to extend this Agreement for an additional three (3) year period.

g. **Outside Facilitator.** Whenever it is deemed mutually desirable by the Governing Board and the Superintendent, an outside advisor may be mutually selected by the Board and the Superintendent to facilitate discussion of the relationship of the Board and Superintendent. The outside advisor shall be paid for by the District.
Evaluation

a. **Yearly Board/Superintendent Retreat.** Annually, the Board and Superintendent shall schedule a retreat for the purpose of reviewing and discussing the progress of the District, the challenges facing the District in the immediate preceding year, anticipated challenges in the upcoming year and goals the Board and Superintendent would like the District to achieve as well as expectations for the timing of those achievements. The Superintendent shall develop her professional goals based upon the outcomes jointly developed at this annual retreat. The Board and Superintendent shall jointly develop District goals and objectives for the ensuring school year. The Board and Superintendent agree that the retreat shall be facilitated by a facilitator jointly agreed to by the Board and Superintendent.

b. **Yearly Evaluation.** The Board shall devote a portion of at least one meeting annually to discuss and evaluate the performance towards achieving her goals and working relationship between the Superintendent and the Board. This evaluation shall be based on the duties of the position, the job description (if any) and any mutually agreed upon District goals and objectives, which shall be jointly developed by the Superintendent and the Board. The Board, with the concurrence of the Superintendent may conduct more than one formal written evaluation each school year.

c. **Self-Evaluation.** To assist the Board in the evaluation process, the Superintendent shall complete a written self-evaluation by May 1st each year. This self-evaluation shall include a review of any action plans presented to the Superintendent at previous evaluations, and shall include a report to the Board regarding the “State of the District.” In addition, the Superintendent agrees to provide the Board with a written summary regarding her use of sick leave indicating days used during the current school year and the number of accrued, unused days remaining. (The Superintendent agrees to submit a copy of this report to the District’s payroll and personnel departments as well).

d. **Board Evaluation.** Upon receipt of the self-evaluation and the “State of the District” report, the Board shall evaluate the Superintendent. The Board shall confer with the Superintendent on an evaluation instrument and designate such instrument by October 1 each year. To initiate the evaluation process, the Superintendent shall inform each member of the Board in writing of the need for an evaluation by February 1 each year. Upon completion, the Board shall meet with and provide a copy of the evaluation report to the Superintendent in a closed session Board meeting no later than June 30 each year. The Superintendent, at her sole discretion, shall be given 30 days to respond in writing to the Board’s evaluation. If Superintendent exercises her option to respond, her response will be attached to the Board’s evaluation. If for any reason the Board does not complete the evaluation by June 30th, the evaluation shall be deemed satisfactory.

e. **Action Plan.** Based upon findings specified in the evaluation report, and consistent with the terms of his Agreement, the Superintendent, in collaboration with the Board, will prepare an action plan, if necessary, which will address areas identified as needing clarification, emphasis or improvement. The action plan will be included as an addendum to
the evaluation report. If a jointly prepared action plan cannot be agreed upon, the Board, in its sole discretion, shall issue the action plan. The Superintendent and the Board shall sign the evaluation report and the action plan. However, failure of the Superintendent to sign the evaluation or action plan shall have no legal effect upon the Superintendent’s duty to implement the evaluation and action plan.

f. **Contract Extension.** If the Superintendent receives a satisfactory evaluation, the term of Superintendent’s Agreement shall be extended by one additional year so long as the Agreement never exceeds four (4) years. An evaluation shall be deemed “satisfactory” if a majority of Board members have rated Superintendent’s performance satisfactory.

g. **Impact of a Satisfactory Evaluation.** If the Superintendent’s annual evaluation is satisfactory, the Board shall report the result in open session. In addition, any contract extension, salary increases, or contract modifications must be approved by the Board in open session at a regular meeting so that the public remains informed about the Superintendent’s current salary and contract term.

h. **Outside Facilitator.** Whenever it is deemed desirable by either the Superintendent or Governing Board, an outside advisor may be mutually selected by the Board and the Superintendent to facilitate discussion of the relationship of the Board and Superintendent. The outside advisor shall be paid for by District.