



LEADERS • EDUCATORS • ADVOCATES

2017

Valley Stream UFSD 24
Superintendent
Model Evaluation



75 Horton Avenue
Valley Stream, NY 11581
www.valleystreamdistrict24.org

Approved 8/2/2017

A. Relationship with the Board

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of 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.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Board Updates	Does not update the Board	Updates the Board only when asked, or only to certain members.	Keeps the Board updated timely.	All Board Members consistently informed in writing so they are able to make informed decisions.	
Category Rating					

B. Community Relations

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					

C. Staff Relationships

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates' responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					

D. Business and Finance

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Budget development and maintenance	Superintendent’s budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
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 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.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					

E. Instructional Leadership

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info. /data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					

F. Student Relations

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Interacts with Students on a regular basis	Never interacts with the students.	Seldom interactions and does not attend student programs/activities.	Regular interaction and attendance at student programs/activities.	Goes above and beyond what is expected. Attends the majority of programs/activities (time permitting).	
Category Rating					

G. Personal Characteristics

	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
Writes clearly and concisely.	Not clear/accurate. Factual inaccuracies, spelling and grammatical errors, etc.	Difficult for all to understand.	Understandable written communications	Consistently clear and to the point. Understood by all stakeholders.	
Speaks well in front of large and small groups, expressing ideas in a logical, concise and forthright manner.	Hesitant to speak. Rambles, does not put forth a clear thought.	Difficulty expressing ideas. Inconsistent when speaking to groups.	Speaks well without hesitation.	Responds well to all situations and able to express ideas in full detail.	
Ability to face controversy, remain true to convictions and to live with a high-pressure job.	Does not act rationally or objectionably when faced with certain situations.	Hesitant addressing issues, changes topic.	Committed to resolving the controversy at hand.	Has conviction, confidence and authority. Assumes accountability to control the situation.	
Exhibits good judgement, common sense and perception.	Exhibits poor judgement and common sense.	Indecisive in making decisions.	Good, thoughtful and sound decisions. Considers and explores all options,	Perceived as a good leader. Clarity in decision making. True and consistent decisions.	
Maintains poise and emotional stability in the full range of professional activities.	Does not maintain composure.	Can become overwhelmed when facing the many facets of the job.	Demonstrates self-control and able to maintain composure.	As a leader remains confident and maintains control and authority over the situation.	
Readily available	Never available	On occasion will be available.	Always makes themselves available.	Always available and maintains a strong presence in the District.	
Category Rating					

H. District Goals

The superintendent's work is grounded in the work of teachers, principals, administrators and other staff. Setting District goals that are then used to create a team plan for administrators, principals and teachers is critical to the success of the District.

Before linking District goals to a superintendent's evaluation, the superintendent and Board of Education will want to ensure the following SMART conditions are in place:

1. Establish clear specific annual targets at the building levels, to be sure that everyone is focused on the same goals. Strategic three-five year goals set the district's direction and provide measurable benchmarks for judging the district's staff's and administration's progress toward those goals.
2. Identify multiple measures that will allow the district and schools to measure progress in meeting the District's goals and targets.
3. Set achievable improvement targets as a way to measure progress toward the district's long term goals. Making the targets achievable will provide motivation and encourage continuous adaptation to student needs. A good starting point might be one student performance improvement target that cuts across the district and addresses a major improvement need for student outcomes, such as literacy.
4. Establish base lines for marking progress toward District goals. Baselines give the district and individual schools a clear, relevant and realistic starting point for measuring progress. They can point to critical improvement needs for the general student population and/or sub groups who need special attention.
5. Finally, start small and build. Building a performance review (evaluation) system that accounts for timely results each year will take time. There are many facets of performance review, and districts are wise to proceed with care and a commitment to grow into better ways to assess the work of teachers, administrators, and even the board.

By linking the superintendent's measures to those established for district goals, the Board of Education and superintendent stay focused on the district's priorities.

The following specific goals have been developed and agreed upon indicators of District results:

Goal 1 -					
	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2 -					
	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3 -					
	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4 -					
	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	
Category Rating					

Determining the Overall Evaluation Rating

Superintendent's name:	Name
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School year:	
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
B. Community Relations	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
C. Staff Relationships	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
D. Business & Finance	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
E. Instructional Leadership	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
F. Student Relations	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
G. Personal Characteristics	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
H. District Goals				

OVERALL RATING:	Ineffective (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
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Comments by Board of Education:

Comments by the
Superintendent:

Superintendent's Signature: _____

Date: _____

Board President's Signature: _____

Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

