

EVALUATION OF THE SUPERINTENDENT
360° FEEDBACK PROCESS

You have been identified by the Superintendent as one of a number of individuals who can provide valuable input regarding his/her performance. Your individual responses will remain anonymous; only composite information will be provided to the Superintendent.

What is your relationship to the Superintendent you are rating?
(Please circle the appropriate category)

- # Self "I am evaluating myself."
- # Board Member "I am evaluating the Superintendent as a board member."
- # Classified Employee..... "I am evaluating the Superintendent as a classified employee."
- # Teacher..... "I am evaluating the Superintendent as a teacher."
- # Principal..... "I am evaluating the Superintendent as a principal."
- # Parent or Community..... "I am evaluating the Superintendent as a parent or community member."

Please circle the appropriate performance score with 5 being the most skilled and 1 being the least skilled. A score of 1 indicates the performance of this behavior is essentially poor, a 5 indicates exceptional performance. (If you lack sufficient knowledge to evaluate an area, or if it is not applicable, please select "N" for that competency.)

How well does this person perform this competency? Please use the following scale for your evaluation:

- (5) **An Outstanding Skill** – This Superintendent consistently exceeds behavior and skills expectations in this area.
- (4) **A Strength** – The Superintendent meets most and exceeds some of the behavior and skills expectations in this area.
- (3) **Average, Meets Expectations** – The Superintendent meets a majority of the behavior and skills expectations in this area.
- (2) **Not a Strength** – The Superintendent meets some behavior and skills expectations in this area but sometimes falls short.
- (1) **Least Skilled** – The Superintendent consistently fails to reach behavior and skills expectations in this area.
- (N) **"Not Applicable" or "Not Observed"**

LEADERSHIP

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|---|---|---|---|---|---|---|
| 1. Leads by example | N | 1 | 2 | 3 | 4 | 5 |
| Guides, directs, and positively affects the actions and results of individuals and groups. Serves as a spokesperson for the school district. Models appropriate value systems, ethics and moral leadership. | | | | | | |
| 2. Displays a sense of mission and vision | N | 1 | 2 | 3 | 4 | 5 |
| Promotes the school district's stated mission, beliefs/philosophy, vision and exit expectations. | | | | | | |
| 3. Promotes high standards | N | 1 | 2 | 3 | 4 | 5 |
| Empowers others to reach high levels of performance.
Establishes and communicates goals and high standards for self and others. | | | | | | |
| 4. Delegates and shares power and responsibility | N | 1 | 2 | 3 | 4 | 5 |
| Delegates responsibility and authority appropriately. Directs, coaches and supports independent action while following up to ensure results. | | | | | | |
| 5. Recognizes and credits others for their professional efforts | N | 1 | 2 | 3 | 4 | 5 |
| Publicly acknowledges contributions of others; speaks of staff in positive terms; seeks and share the expertise of others. | | | | | | |

POLICY AND GOVERNANCE

- | | | | | | | |
|---|---|---|---|---|---|---|
| 6. Recommends policies to the board | N | 1 | 2 | 3 | 4 | 5 |
| Continually reviews the need for policies and takes the initiative in recommending policies for Cooperative board adoption. | | | | | | |
| 7. Implements board policies | N | 1 | 2 | 3 | 4 | 5 |
| Implements policies once they are adopted. | | | | | | |
| 8. Is knowledgeable about general and special education | N | 1 | 2 | 3 | 4 | 5 |
| Has the requisite knowledge base to administer the school district's programs. | | | | | | |
| 9. Leads collective bargaining process | N | 1 | 2 | 3 | 4 | 5 |
| Provides guidance to the school district's board in contract talks with certified and classified staff. | | | | | | |

COMMUNICATION AND COMMUNITY RELATIONS

10. **Communicates effectively with constituencies** N 1 2 3 4 5
Communicates effectively with member district administrators and teachers. Seeks input and feedback, provides information in a timely fashion, and expresses ideas in a clear and effective manner.
11. **Articulates needs of the school district** N 1 2 3 4 5
Communicates clearly and forcefully the needs of the school district and its programs.
12. **Actively listens and provides appropriate feedback** N 1 2 3 4 5
Provides supportive environment for expressing and clarifying ideas and suggestions and for clearly articulating perceived problems and/or solutions.
13. **Develops positive public relations** N 1 2 3 4 5
Articulates district purpose and practices to the community and media. Requests and responds to member district feedback. Applies communications skills to strengthen school district support. Maintains effective relationships with the news media.
14. **Builds coalitions/consensus** N 1 2 3 4 5
Builds coalitions with city government and community boards to gain financial and programmatic support. Demonstrates consensus building and conflict mediation. Balances school district demands in the best interest of children.

ORGANIZATIONAL MANAGEMENT

15. **Works collaboratively** N 1 2 3 4 5
Fosters a participatory management process. Develops and maintains smooth and effective working relationships by promoting good morale and loyalty with member districts.
16. **Plans, organizes and follows through effectively** N 1 2 3 4 5
Prioritizes tasks, foresees problem areas and seeks strategies to address the problems.
17. **Applies problem solving process** N 1 2 3 4 5
Seeks appropriate input from all involved and takes into account all relevant information as part of the problem solving process.

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MANAGEMENT

18. Supports curriculum development, implementation and assessment N 1 2 3 4 5

Encourages varied and appropriate methods for designing curriculum. Supports the development of strategic plans to put the curriculum and assessment plans into practice. Monitors student achievement. Develops and implements content standards.

19. Supports training N 1 2 3 4 5

Monitors staff training needs and supports training programs and materials to improve curricular and assessment needs. Establishes the proper use of learning and information technologies.

HUMAN RESOURCE MANAGEMENT

20. Hiring practices N 1 2 3 4 5

Develops and implements approaches to attract highly qualified professionals to the school district. Provides candidates, and new hires, with information relative to the mission, beliefs/philosophy, vision, exit expectations and goals of the school district.

21. Motivates others N 1 2 3 4 5

Provides recognition, encouragement and constructive criticism.

22. Fosters team-building N 1 2 3 4 5

Stretches the abilities of team members, encourages educated risk taking and supports team objectives.

23. Is creative and innovative N 1 2 3 4 5

Consistently looks for better ways of doing things – is willing to take risks and encourages positive change.

COMMENTS:

Those who have participated in the 360° process find comments to be a very valuable section of their reports. Please provide them on this page or on a separate page. Your comments will be given to the person you are evaluating exactly as you present them. Since comments are intended to be anonymous, it is suggested that you either word process or type them.

Goals:

Strengths:

Needs Improvement:

Thank you for your very important feedback!