



IMPORTANT: Due to personal relationships with employees in the district, some board members may be considered “conflicted” and unable to participate in the CSA Evaluation. *Please consult your board attorney for clarification.*

This evaluation is based on district goals for the year 2017-2018 and on the job description for the Superintendent of Schools., included in Board Policy 2131 which states: The Superintendent shall be accountable to the Board of Education for functioning in accordance with statutes, code and Board policies, the Superintendent’s job description and mutually agreed upon annual performance standards.

Part I - Progress towards district goals is based on the district’s goal setting. It directly links the particular district goals to improved student performance and to a measurable indicator of success. The action plans developed by your administration to implement each goal will be a good source of reference material for completing this document. Sometimes a superintendent will have only partially achieved the goals or not achieved them at all. The superintendent’s responsibility in such instances is to provide an explanation as to why this occurred. The board must collectively judge whether the reasons given for not meeting the goal is satisfactory.

Directions for the Superintendent:

Complete Part I, Progress Toward Achievement of Goals, by providing the goal statement for each district goal and a rating for progress made toward achievement of each goal. To support this rating, data should be added to indicate linkage to improved student achievement and data or measurable indicators of success. Following submission, board members will be notified via email the evaluation is now ready for their input.

Merit Goals: Merit goals are contractual and should not be included in the annual CSA evaluation.

Directions for Board Members:

Step 1: AFTER reviewing the Superintendents assessment of Progress Toward Achievement of Goals, board members then add their own rating. Board members should also provide comments to support their rating. Please remember you are evaluating on the overall progress toward achievement of the goals over the course of the year.

Step 2: AFTER Part 1 is completed, board members move on to complete Part II, the Executive/Leadership skills portion and Part III, Overall Consideration of Standards.

The CSA evaluation document hosted by NJSBA is a confidential personnel document. The document should not be made available to the public. Failure to adhere to confidentiality may result in legal liability to the board and individual board members. Consult your board attorney regarding questions concerning confidentiality of the CSA evaluation.

NJSBA is not responsible for purposeful or inadvertent public disclosure of the CSA evaluation by the district's employees, agents or board members. In the event of public disclosure the district will indemnify NJSBA its legal fees or damages.

Consult your IT professionals about the security of the district's IT system and personal devices upon which the CSA evaluation may be viewed or downloaded.

NJSBA cannot provide legal advice to boards of education. You must consult your district's attorney concerning your obligations regarding the CSA evaluation.

PART I Progress Toward District Goals and Objectives

District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 1:						
Superintendent's Comments						
Goal 1:						
Board Member Comments						
Goal 1:						
District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 2:						
Superintendent's Comments						
Goal 2:						
Board Member Comments						
Goal 2:						

District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 3:						

Superintendent's Comments

Goal 3:

Board Member Comments

Goal 3:

District Goals	Superintendent Rating			Board Member Rating		
	Achieved	Satisfactory Progress Made	Little or No Progress Made	Achieved	Satisfactory Progress Made	Little or No Progress Made
Goal 4:						

Superintendent's Comments

Goal 4:

Board Member Comments

Goal 4:

PART II: Remember that you are reviewing the performance over a full year, and the Superintendent takes action at the request of the full board, not individual members. Adding comments after each section is an important component of the evaluation and will serve to provide examples and rationale for your ratings.

This document is grouped by the categories identified in the *New Jersey Professional Standards for School Leaders*. This portion of the evaluation measures Performance in Leadership or Executive Skills as outlined in Policy 2131 which gives the parameters of the Superintendent's job: The Superintendent has full authority to implement the appropriate laws and administrative code of the State of New Jersey in accordance with Board policies. The Superintendent has authority to make such other decisions on a day-to-day basis as may be required for the efficient operation of the school system consistent with Board policies.

SUPERINTENDENT ROLE: To inspire, lead, guide and direct every member of the administrative, instructional and supportive services team in setting and achieving the highest standards of excellence, so that each student enrolled in our district may be provided with an effective and personally rewarding education. Further, to oversee and administer the use of all district facilities, property and funds with maximum efficiency, minimum waste and ever-present concern for their impact upon each individual student's education.

SUPERINTENDENT SCOPE OF RESPONSIBILITY: The management responsibilities of the Superintendent shall extend to all activities of the district, to all phases of the educational program, to all aspects of the financial operation, to all parts of the physical plant and to the conduct of such other duties as may be assigned by the Board. The Superintendent may delegate these duties together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results or any portion of accountability.

Please assess each sub-indicator within the leadership skills evaluation using the scale below, checking one box per indicator. Comments should be added to support your rating.

Commendable	Consistently exceeds stated board expectations. Performance is noticeably better than "meets expectations".
Meets Expectations	Meets stated board expectations-satisfactory, sufficient. Performance is professional, proficient and appropriate.
Needs Improvement	Stated expectations are met infrequently. Performance comes close to being acceptable but further development is needed.
Unsatisfactory	Stated expectations are not met. Performance is clearly inadequate, below acceptable level where significant improvement is required.
Not Observed	Board member does not have enough personal experience to make a judgment, it is a neutral rating, neither positive nor negative.

Standard # 1: <u>General Responsibilities</u> The superintendent is the educational leader who promotes the success of all students by maintaining a focus on professional, legal and policy obligations to ensure smooth operation of the district.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Improves the quality of educational programs and services to students.					
2. Recommends policies for Board adoption and implements the adopted policies.					
3. Fulfills all statutory obligations and implements the Education Law of the State of NJ and the Administrative Code of the NJ DOE.					
4. Provides leadership in identification of priorities and assures that all activities reflect those Board established priorities.					
5. Prepares and recommends short and long-range plans for Board approval and implements those plans when approved.					

Comments and Examples:

Standard #2: Instructional Leadership: The superintendent is the educational leader who promotes the success of all students by advocating, nurturing and sustaining a culture and instructional program conducive to student learning and staff professional development.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Directs and supervises the administrative staff to assure that the goals of the school system are adequately reflected in its educational program and operations.					
2. Recommends for Board adoption curricula, courses, textbooks and the five-year curriculum renewal schedule.					
3. Encourages staff to develop programs, services and projects focused on improving student achievement.					
4. Recommends and implements the district's professional development plan.					
5. Provides for an annual assessment of student needs and achievement. Initiates program changes to address identified needs.					
6. Develops guidelines and directions for monitoring the effectiveness of existing and new programs.					

Comments and Examples:

Standard #3 Personnel Administration: The superintendent is the educational leader who promotes the success of all students by providing oversight for a comprehensive human resources program (recruitment, retention, staffing, organization, staff recognition, support and compensation and benefits) tied to defined district goals and targets.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Provides direction and supervision in the development and implementation of sound personnel practices, including clearly defined roles, duties, responsibilities and current job descriptions.					
2. Develops recruitment procedures to assure well-qualified applicants for all positions and recommends appointments to the Board.					
3. Provides direction and acts as resource in negotiations Supervises administration of collective bargaining agreements.					
4. Assures that all staff is evaluated annually in accordance with established procedures.					
5. Recommends professional employees for contract renewal and/or tenure appointment in a timely manner.					

Comments and Examples:

Standard #4: <u>Financial Management</u>: The superintendent is the educational leader who promotes the success of all students by managing the budget development, implementation and monitoring process that reflects sound fiscal practices and supports district goals.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative.</i>
1. Provides direction to and supervision of school business functions. Ensures implementation of sound business practices.					
2. Initiates and supervises development of the annual budget, including parameter setting with the Board based upon district goals.					
3. Assures that the district has long-range financial and facility improvement plans which are updated annually.					
4. Oversees school facility management to provide safe and appropriate buildings, with emphasis on preventative maintenance and custodial care.					
5. Assures funds are spent appropriately by providing adequate controls and accounting of the district's financial and physical resources.					

Comments and Examples:

Standard # 5 <u>Chief Executive Officer</u> The superintendent is the educational leader who promotes the success of all students by modeling appropriate administrative behavior, promoting a climate of mutual respect and trust, and establishing a professional working relationship with the Board of Education.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Attends all regular and special meetings of the Board, and participate in a professional leadership role. Designate an administrative staff member to serve in his/her absence, when appropriate.					
2. Prepares, in conjunction with the Board President, agenda recommendations for all matters requiring Board action.					
3. Provides information, advice and counsel to the Board on matters before it.					
4. Demonstrates professionalism by acting with integrity, fairness and in an ethical manner.					
5. Anticipates potential problems and recommends policies or solutions.					
6. Keeps Board informed regarding developments in other districts or at State and national levels that would be helpful to the district.					

Comments and Examples:

Standard #6 <u>School/Community Relations</u>: The superintendent is the educational leader who promotes the success of all students by collaborating with families, community members, social agencies and the media in order to respond to diverse community interests and needs and in order to mobilize community resources.	Commendable <i>Consistently exceeds stated board expectations. Performance is noticeably better than meets expectations.</i>	Meets Expectations <i>Meets stated board expectations. Performance is professional, proficient and appropriate.</i>	Needs Improvement <i>Stated expectations are met infrequently. Performance comes close to acceptable but further development is needed.</i>	Unsatisfactory <i>Stated expectations are not met. Performance is below acceptable, significant improvement is required.</i>	Not Observed <i>Not enough personal experience to make a judgment. Neither positive nor negative</i>
1. Communicates with the community by explaining programs and services, reporting plans, events and activities of interest.					
2. Maintains contact and good relations with local media.					
3. Assures that district interests will be represented in meetings and activities of municipal and other governmental agencies.					
4. Creates opportunities for residents to express their views regarding school-related matters.					
5. Represents the school system and its interests in community organizations, activities and projects.					

Comments and Examples:

Overall Consideration of Standards - points identified through this portion of the evaluation may provide assistance in the preparation of the summary evaluation document.

Of the standards listed above, which is the superintendent's greatest strength? How does this strength directly contribute to attainment of the district goals and increase student achievement?

In support of continued improvement in student achievement, which standard do you think deserves the superintendent's increased focus and attention?

What assistance should the board provide to enhance the superintendent's strengths and promote the achievement of the district goals?