



Dr. Robert J. Ackell
Superintendent Evaluation
June 2017

THE GREAT WING

Superintendent Evaluation

Why Evaluate?

There are three primary reasons to evaluate the superintendent: alignment, communication, and accountability. It is much easier for me to lead and for the board to hold me accountable when the goals are clearly articulated, agreed upon and accompanied by agreed-upon objective performance measures.

Who Should Evaluate?

The superintendent should be evaluated by the full board sitting as a board. When the board acts on the superintendent's evaluation, as in everything else the board does, it speaks as a corporate body, not as nine separate voices.

When Should the Evaluation Occur?

The board either in its employment contract with the superintendent or in its policies should establish a schedule for evaluating the superintendent (assessment of performance section of the contract is included at the end of this document).

What Should an Evaluation Instrument Include?

The evaluation of each area of responsibility is assessed against the indicators. The indicators are designed to make the area of responsibility more concrete and identify the kinds of things that would be accepted as evidence of having met the responsibility. It is suggest that board use a Likert scale of 1-5 in rating the superintendent's performance against each area.

EVALUATION OF THE SUPERINTENDENT

(Evaluation Instrument)

INSTRUCTIONS: The number **1** is the lowest possible score and indicates unacceptable performance. The number **5** indicates outstanding or highly commendable performance. A definition of each numerical rating is presented as follows:

5 - OUTSTANDING

The Superintendent excels in this category.

4 - VERY COMPETENT

The Superintendent exceeds the expectations of his Job description.

3 - SATISFACTORY

The Superintendent meets expectations.

2 - NEEDS IMPROVEMENT

The Superintendent needs to concentrate self-improvement efforts in this area.

1 - UNSATISFACTORY

The Superintendent's performance in this category is unacceptable and requires his immediate attention.

AREAS OF RESPONSIBILITY

A. EDUCATIONAL PROGRAM AND PLANNING

- ___ 1. Understands and keeps informed regarding the aspects of the instructional program.
- ___ 2. Organizes and actively encourages a planned program of curriculum evaluation and improvement.
- ___ 3. Has provided for a system of measurement and goals for students and curriculum.
- ___ 4. Exemplifies the skills and attitudes of teachers by overseeing the evaluation of staff and ongoing professional development.
- ___ 5. Anticipates needs.

Comments:

B. RELATIONSHIP WITH THE BOARD OF EDUCATION

- ___ 6. Provides timely, adequate information and agenda planning.
- ___ 7. Supports Board policy and actions to the public and staff.
- ___ 8. Executes Board policy in a positive and responsive manner.
- ___ 9. Easily accessible and approachable.
- ___ 10. Build trust among Board members, staff, and the community.

Comments:

C. PERSONNEL

- 11. Recommends for employment the best candidate, utilizing equal opportunity standards.
- 12. Makes effective use of the skills of the administrative staff.
- 13. Supports his staff while demanding their best efforts.
- 14. Provides for the systematic, organized evaluation of all staff by appropriate supervisors.
- 15. Practices effective operations with Education Law and the District's attorney.

Comments:

D. FINANCIAL AND EDUCATIONAL LEADERSHIP

- 16. Plans budget information in terms of educational priorities.
- 17. Oversees budget operations with the Business Manager in a clear, effective manner.
- 18. Provides adequate data to support budgetary requests.
- 19. Address current administrative issues.
- 20. Evaluates needs and recommends training of administrative team.

Comments:

E. COMMUNITY RELATIONSHIPS

- 21. Collaborate with community agencies on the conduct of the school operations.
- 22. Maintains a cooperative relationship with the print and visual media.
- 23. Participates actively in school life and affairs.
- 24. Provides community involvement programming.
- 25. Works well with Butler Township police and other municipal governments.

Comments:

F. INDIVIDUAL CHARACTERISTICS

- 26. Uses good judgment.
- 27. Has emotional stability and poise.
- 28. Demonstrates high standards of ethics.
- 29. Works fairly with all groups.
- 30. Maintains principles under pressure.

Comments:

G. JOB RELATED CHARACTERISTICS

- ___ 31. Speaks and writes effectively.
- ___ 32. Acts in a decisive manner.
- ___ 33. Demonstrates creativity.
- ___ 34. Utilizes effective, problem solving techniques.
- ___ 35. Maintains his professional development by reading and conference attendance.

Comments:

H OBJECTIVE PERFORMANCE STANDARDS: (Met/Did Not Meet)

Met/Did
Not Meet

- 1. Promote Philosophy: “Good is the enemy of Great”
 - All students can learn
 - Fair is not always equal
 - Assessment drives instruction_____

- 2. District Goals:
 - DATA DRIVEN
 - FOCUSED INSTRUCTION (What, When, How)
 - ACCOUNTABILITY for All_____

- 3. Help Others Succeed: “GOMER” _____



I. Overall effectiveness summary statement:

J. Suggestions for change or Improvement:

Evaluation Summary

Rating

A. EDUCATIONAL PROGRAM AND PLANNING _____

B. RELATIONSHIP WITH THE BOARD OF EDUCATION _____

C. PERSONNEL _____

D. FINANCIAL AND EDUCATIONAL LEADERSHIP _____

E. COMMUNITY RELATIONSHIPS _____

F. INDIVIDUAL CHARACTERISTICS _____

G. JOB RELATED CHARACTERISTICS _____

H OBJECTIVE PERFORMANCE STANDARDS: (Met/Did Not Meet)

1. Promote Philosophy _____

2. Work to Achieve District Goals _____

3. Help Others Succeed _____

2016-2017 North Schuylkill School District Goals

1. DATA DRIVEN



2. FOCUSED INSTRUCTION (What, When, How)



3. ACCOUNTABILITY for All



2016-2017 North Schuylkill School District Theme

The Great Wing – A Flock Mind



Greatness
Of
Many
Equals
Results



Ackell 2017