

Dr. Robert J. Ackell Superintendent Evaluation



June 2026

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 suggested 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 cycled planned program of curriculum evaluation and improvement.
- ___ 3. Has provided goals for District.
- ___ 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 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 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 District Theme: INTENTIONAL

INTENTIONAL (*adj.*)

in-ten-tion-al

an action performed with awareness;
done deliberately,
consciously, on purpose.

2. District Goal

The North Schuylkill School District will foster an intentional focus on purposeful teaching, learning, and leadership by ensuring that every decision, action, and initiative is centered on high-quality instruction, meaningful student engagement, and data-driven decision-making that leads to measurable growth and student achievement.

Be Intentional. Every Student. Every Classroom. Every Day.

I. Overall effectiveness summary statement:

J. Suggestions for change or Improvement:

Evaluation Summary

	<u>Rating</u>
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 District Theme	_____
2. District Goal	_____

