

**MONTGOMERY COUNTY BOARD OF EDUCATION
SUPERINTENDENT OF SCHOOLS SELF-EVALUATION FORM**

Employee Name:

Evaluation Year:

PREAMBLE

Evaluating the Superintendent of Schools (Superintendent) is one of the most important functions of a Board of Education (Board). An effective evaluation is a continual monitoring process that takes into account the performance of the entire system as well as specific goals and objectives that the Board and Superintendent have set for the year. The evaluation:

- Identifies the mutually-agreed upon performance standards, goals, and objectives for the Superintendent
- Provides the Superintendent with clear, specific, and actionable feedback relative to previously agreed upon performance standards, goals and objectives
- Is based on agreed upon results, indicators, and commensurate evidence of attainment
- Provides an opportunity for the Board and Superintendent to reflect on and improve their relationship based on shared expectations for student, staff, and system performance.

INSTRUCTIONS FOR COMPLETING THE SUPERINTENDENT'S EVALUATION

Each Board member should complete the evaluation tool with an eye toward providing actionable, constructive feedback that can assist the Superintendent in his/her effort toward continuous improvement. Please respond to the statements honestly and frankly in reference to the performance of the Superintendent during the past fiscal year. Written comments are encouraged, particularly for unusual ratings.

After completing the evaluation individually, Board members will meet collectively in a meeting (not open to the public) to discuss their individual input and prepare composite results. It is important that Board members reach consensus and speak with one voice for the final evaluation of the Superintendent. The Board's evaluation will be presented to the Superintendent and a meeting (not open to the public) will be scheduled to review the feedback.

The Superintendent's evaluation document consists of the following three sections:

Section I: General Performance Characteristics

General performance traits and characteristics that have an impact on performance.

Section II: Performance Factors

Select performance factors compiled from the position description, critical work activities, and the district's administrative philosophy.

Section III: Superintendent Performance On System Goals

Specific district goals and objectives agreed to by the Board and Superintendent as requiring special emphasis during the evaluation period. Insofar as possible, these should be numerically measurable.

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Use the following numerical scale to indicate your appraisal in Sections I, II, and III of the Superintendent's performance during the preceding school year.

Marginal 1	Fair 2	Competent 3	Commendable 4	Distinguished 5
1—Marginal	Performance is clearly below acceptable level.			
2—Fair	Performance comes close to being acceptable, but needs further development. (Needs improvement.)			
3—Competent	Performance is acceptable, satisfactory, and sufficient. (Meets district standards.)			
4—Commendable	Performance is noticeably better than "acceptable". (Exceeds district standards.)			
5—Distinguished	Outstanding performance is clearly obvious. (A special category to recognize exemplary district performance.)			

SECTION I: GENERAL PERFORMANCE CHARACTERISTICS

1. Demonstrates ability to work with members of the Board, administrative team, teachers, students, and parents in a professional manner.

1 2 3 4 5

2. Demonstrates ability to accurately assess situations and have courage in making recommendations.

1 2 3 4 5

3. Demonstrates patience, understanding, consideration, and courtesy in all situations while continuing to function in a professional manner, including ability to provide friendly constructive criticism.

1 2 3 4 5

4. Creates and demonstrates a feeling of team work and enthusiasm among those in contact with him.

1 2 3 4 5

5. Demonstrates the initiative and persistence needed to accomplish goals and objectives.

1 2 3 4 5

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6. Earns respect of professional colleagues, students, community, and others with whom he works.

1 2 3 4 5

7. Effectively devotes time and energy to the job.

1 2 3 4 5

8. Demonstrates a willingness to try innovative new approaches or methods.

1 2 3 4 5

9. Provides verbal and written communication that is acceptable unless otherwise noted.

1 2 3 4 5

Average Section I Rating:

SECTION II: PERFORMANCE FACTORS
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Improving the Education Process

1. Provides positive, responsible leadership for the coordination, development, and support of educational programs.

1 2 3 4 5

2. Demonstrates the ability to identify and implement educational innovations and successful curriculum changes that improve the educational program.

1 2 3 4 5

3. Establishes as one of the highest priorities of the school system, the improvement in student performance.

1 2 3 4 5

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4. Encourages high personal expectations in the performance of all personnel and students and focuses the administrative leadership team on attainment of system goals.

1 2 3 4 5

5. Displays a commitment to continuous improvement by monitoring the educational program and the district while making changes and adjustments as necessary

1 2 3 4 5

Average Rating:

Working with the Board

1. Promotes a feeling of teamwork among the Board and administrative leadership team.

1 2 3 4 5

2. Maintains an effective relationship between and among Board members and the Superintendent by building trust and creating a harmonious climate.

1 2 3 4 5

3. Accepts responsibility for ensuring compliance with the Board's policies and procedures.

1 2 3 4 5

4. Keeps the Board promptly informed on issues, solutions, and general operations of the school system.

1 2 3 4 5

5. Offers professional advice to the Board on all matters requiring Board actions including placing before the Board such facts and quality information as needed for the Board to make informed decisions.

1 2 3 4 5

Average Rating:

Working with Staff

1. Demonstrates positive professional relationships with district personnel.

1 2 3 4 5

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2. Fosters high morale and team cohesiveness among all employees.

1 2 3 4 5

3. Encourages participation of appropriate staff members and groups in planning procedures and policy interpretation.

1 2 3 4 5

4. Utilizes a deliberative decision-making process, including seeking advice of counsel and appropriate staff.

1 2 3 4 5

5. Ensures that there are successful programs and processes in place to attract, recruit, retain and professionally develop staff to their full potential.

1 2 3 4 5

6. Engages in proactive succession planning to ensure future district viability.

1 2 3 4 5

Average Rating:

Managing Operations

1. Executes decisions that are well-defined, objective, and timely, and lead to viable outcomes.

1 2 3 4 5

2. Objectively evaluates programs, practices, and personnel.

1 2 3 4 5

3. Provides leadership in assisting the Board with long- and short-range strategic planning.

1 2 3 4 5

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4. Designs and implements a flexible and dynamic budgeting process that aligns resources to support the Board's priorities and agreements with county leadership.

1 2 3 4 5

5. Efficiently and effectively administers the district's resources in a transparent manner that demonstrates careful fiscal stewardship.

1 2 3 4 5

Average Rating:

Working with the Community

1. Solicits and gives respectful attention to issues and opinions from all groups and individuals.

1 2 3 4 5

2. Establishes and maintains a program of public relations to share information about policies, practices, goals, issues, and accomplishments of the Board, district, and schools.

1 2 3 4 5

3. Establishes open communication with students, staff, and parents, and presents a positive and transparent image of the school system.

1 2 3 4 5

4. Solicits parent, student, and community input and commitment to system goals, policies, and programs.

1 2 3 4 5

5. Fosters effective relationships among higher education, business, industry, and the school system.

1 2 3 4 5

6. Maintains productive communications and partnerships with local, state, and nationally elected leaders to maximize long-range planning.

1 2 3 4 5

Average Rating:

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Professional and Personal Development

1. Possesses the intellect, energy, enthusiasm, and passion necessary to meet the responsibility of the position.

1 2 3 4 5

2. Demonstrates a commitment to personal continuous improvement, including accepting constructive criticism.

1 2 3 4 5

3. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

1 2 3 4 5

4. Keeps current on educational trends and actively participates in professional organizations with the express purpose of better serving the district and public education.

1 2 3 4 5

Average Rating:
Average Section II Rating:

SECTION III: SUPERINTENDENT PERFORMANCE ON SYSTEM GOALS
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1. Assures smooth opening of schools and maintains the most efficient and effective systems within MCPS with consistent and relentless focus on creating classrooms that are great places to learn.

1 2 3 4 5

2. Analyzes system data to identify priorities from the Board to the classroom and all parties in between by using data to inform and drive decision making on behalf of children's learning.

1 2 3 4 5

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3. Determines initial measures of student performance by establishing meaningful measures of classroom, school, and system quality in order to answer the question: Are all of our children learning to their highest potential?

1 2 3 4 5

4. Communicates priorities and expectations by increasing all staff's understanding and commitment that no matter one's role in MCPS the work must be directed to supporting learning for every child, every day, in every classroom.

1 2 3 4 5

Average Section III Rating:

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Date

XXXXXX, Superintendent of Schools