
SAU 41 Governing Board

Policy CBI-F2 EVALUATION OF THE SUPERINTENDENT (Short Form)

The SAU Governing Board shall conduct a minimum of one (1) annual formal evaluation of the superintendent.

Evaluation of the superintendent shall be conducted in such a manner as to:

1. Provide positive and constructive feedback to the superintendent that will support and promote the superintendent's professional growth and development.
2. Help the board evaluate its work in planning the educational program in this community.
3. Strengthen the working relationship between the board and the superintendent by providing a comprehensive vehicle of communication.
4. Identify strengths and weaknesses of the superintendent, and make appropriate recommendations.

ONLINE IMPLEMENTATION

1. ~~Form CBI-F1 will be utilized as the review format for a superintendent's initial contract period. In subsequent years, The School Administrative Unit (SAU) Governing Board will determine, at the May meeting, whether CBI-F1 or CBI-F2 will be utilized.~~
2. Form CBI-F2 will be implemented using Google Forms on the SAU 41 domain.
3. Form CBI-F2 will be shared with each district school board member by their chair or their designee. Members will complete CBI-F2 online and must use their assigned SAU41 account.
 - one form will be submitted to the Superintendent Performance Evaluation Committee (SPEC) for each district.
 - all subsections must be answered ("N/A" can be used as an answer).
 - all items receiving a "1" or "2" require comments.
 - members can review and change their responses until submission deadline set by the board chair or designee.
 - only the chair or their designee can access another member's responses for compilation in an organized database form.

Once districts ratify their district-level evaluation, chairs enter their evaluation data into the SAU-level form by 31 December. The District level responses are compiled by the SPEC and presented to the SAU Governing Board to be ratified for the final evaluation no later than 28 February.

Scoring

Key 5 – Consistently exceeded minimum requirements

- Performance is clearly outstanding
- Performance is always exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations, while always meeting minimum requirements

4 – Exceeded some minimum requirements

- Performance is superior, far exceeding expectations
- Performance is exceptional on a frequent basis – the superintendent typically outperforms relative to minimum expectations while always meeting minimum requirements

3 – Achieved minimum requirements

- Adequately performs all functions within the role, meeting expectations
- Performance is adequate, meeting standards or expectations generally associated with performance

2 – Met some requirements

- Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies
- Performance is less than adequate on a periodic or frequent basis; the superintendent may be developing within the position, but needs to improve to be considered proficient

1 – Did not meet minimum requirements

- Performance is below acceptable levels
- Fails to meet basic expectations associated with the role of superintendent - substantial professional improvement is needed before the superintendent can be considered proficient in the role

Rating scale: ~~1= Did not meet minimum requirements~~ ————— ~~2= Met some requirements~~
~~3= Achieved minimum requirements~~ ————— ~~4= Exceeded some minimum requirements~~
~~5= Consistently exceeded minimum requirements~~

Superintendent Evaluation Form

Name of Superintendent _____ Date _____

ADMINISTRATION	5	4	3	2	1
1. Exerts strong educational leadership, develops a strong management team, and delegates responsibility.					
2. Demonstrates skill in developing long-range planning activities based on program needs and enrollment projections.					
3. Employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel.					
4. Organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system.					

*******Overall Rating for this Category** _____

COMMENTS: _____

INSTRUCTION	5	4	3	2	1
1. Provides overall leadership in the development and implementation of a productive instructional delivery system.					
2. Provides for continued monitoring and evaluation instructional activities.					
3. Promotes high academic expectations and standards for students.					
4. Maintains a working knowledge of current educational research, reports useful new concepts and shares that information with the board.					
5. Keeps the community informed of the curriculum and plans for improvement.					

*******Overall Rating for this Category** _____

COMMENTS: _____

RELATIONSHIP WITH THE BOARD	5	4	3	2	1
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1. Works with the board in the areas of analyzing, planning, implementing and evaluating policies.					
2. Informs the board on issues, operations, the curriculum and the needs of the school system.					
3. Has a harmonious working relationship and maintains a professional relationship with members of the board.					
4. Provides the board members with reports and information which will enable them to sufficiently review the operations of the district.					
5. Gives constructive advice and guidance to the board regarding possibilities for district improvement.					
6. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.					

*****Overall Rating for this Category _____

COMMENTS: _

RELATIONSHIP WITH THE STAFF	5	4	3	2	1
1. Includes the participation of faculty and staff in the establishment and the implementation of district-wide goals, objectives, and programs.					
2. Promotes programs for staff growth and development.					
3. Meets and confers with employee groups representing the interests and directives of the board.					
4. Communicates effectively the concerns of employee groups to the board and, conversely, the board responses to the concerns to employee groups.					

*****Overall Rating for this Category _____

COMMENTS: _

RELATIONSHIP WITH THE COMMUNITY	5	4	3	2	1
1. Facilitates communication within the community through an effective public information program based on the needs and successes of the district.					
2. Establishes a procedure for studying and acting on complaints,					

criticisms, and concerns of individuals and/or community.					
3. Maintains a professional posture with other public officials and community leaders.					
4. Has the ability to face controversy and work effectively with it.					
5. Accepts and solicits input from interested groups and individuals in the decision-making process.					

*******Overall Rating for this Category** _____

COMMENTS: _

PERSONAL QUALITIES	5	4	3	2	1
1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.					
2. Speaks well before large and small groups, expressing ideas in a logical and forthright manner.					
3. Accepts and shares failure as well as success.					
4. Is able to identify and discuss own strengths and weaknesses.					
5. Welcomes questions and open discussion when presenting ideas.					

*******Overall Rating for this Category** _____

COMMENTS: _

FINANCIAL	5	4	3	2	1
1. Keeps informed of the needs of the school program -- supplies, equipment, and facilities.					
2. Assumes responsibility for overall financial planning for the district, including short-term priorities and long-range planning.					
3. Coordinates the preparation of the annual budget utilizing teacher and staff input; submits the budget to the board for input and approval.					
4. Determines that funds are spent and invested wisely; ensures that adequate controls and accounting is achieved.					

*******Overall Rating for this Category** _____

COMMENTS: _

OVERALL COMMENTS:

DISTRICT OVERVIEW (Composite scores to be completed by SPEC):

	BSD	HSD	HB COOP	Admin	Average
Administration					
Instruction					
Relationship with the Board					
Relationship with Staff					
Relationship with the Community					
Personal Qualities					
Financial					

GOALS:

Signed: _____

SAU #41 Governing Board Chair

SAU #41 Superintendent

Date: _____

Adopted: October 3, 2019

1st Reading: October 13, 2022

2nd Reading: Waived

3rd Reading:
Adopted:

Waived
October 13, 2022