

SAMPLE GOALS-BASED SUPERINTENDENT EVALUATION FORM

STEP 1: ESTABLISHMENT OF GOALS

The superintendent establishes at least two, but no more than three, significant individual goals. The goals should be directly linked to district goals and clearly aimed at improving student learning and the climate for student learning (see page four). Each goal should include measurable progress indicators to be accomplished by the superintendent during the next 12 months. Each goal should be linked to specific outcomes that indicate measurable progress toward the district's long-term goals.

Goals should be approved by the board with the consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, should be suggested by the superintendent in consultation with the board and approved by the board. Each measurable progress indicator should be clear, understood by both the board and superintendent, and recorded under the goal.

The document detailing goals and progress indicators will be part of the superintendent's ongoing evaluation and included as part of the year-end evaluation. At the end of the year, the board should have sufficient knowledge and documentation to complete the end-of-year review (step two).

SUPERINTENDENT GOAL ONE:

Measurable Progress Indicator:

Measurable Progress Indicator:

Measurable Progress Indicator:

SUPERINTENDENT GOAL TWO:

Measurable Progress Indicator:

Measurable Progress Indicator:

Measurable Progress Indicator:

SUPERINTENDENT GOAL THREE:

Measurable Progress Indicator:

Measurable Progress Indicator:

Measurable Progress Indicator:

STEP 2: END-OF-YEAR REVIEW OF GOAL ATTAINMENT

At the end of the year, board members assign ratings, along with supporting evidence, for the superintendent based on the accomplishment of board-approved goals. Presentations made by the superintendent to the board throughout the year, along with an ongoing discussion of progress toward goals, will provide board members with necessary data and evidence.

SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT

BOARD MEMBER RATING (circle the appropriate response)

1
UNSATISFACTORY

2
SATISFACTORY

3
EXEMPLARY

COMMENTS:

OVERALL END-OF-YEAR SUMMARY EVALUATION

Place one check [✓] in each row for each standard and one check [✓] for overall rating.

PERFORMANCE STANDARD	UNSATISFACTORY 1	SATISFACTORY 2	EXEMPLARY 3
GOAL ONE			
GOAL TWO			
GOAL THREE			
OVERALL RATING			

A. Of the standards listed, which is the superintendent's greatest strength? How does this strength directly contribute to district goals?

B. Of the standards listed, which is presenting the greatest challenge to the achievement of district goals?

C. What supports might the board offer to enhance the superintendent's strengths and promote success over existing challenges?

D. Superintendent Comments:

Evaluation Period: _____, 20__ to _____, 20__

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

EXAMPLES OF GOALS: DISTRICT, SUPERINTENDENT AND SCHOOL BOARD GOALS

What are the differences between district goals, board goals, and superintendent goals? The following chart illustrates those differences. When creating district level goals, it is important for the board, superintendent and staff to identify measurable outcomes in an effort to provide a means for accountability. Agreement on the priority goals and desirable outcomes up-front will help provide a focus for the superintendent and board throughout the school year.

DISTRICT GOAL (LONG-TERM)

90% of total fourth graders will be reading at a proficiency level by (year).

Measurable Progress Indicator:

- Dakota STEP tests will indicate 90% of all fourth graders will be at proficient or above in reading for the (year) school year.

SUPERINTENDENT GOAL

The superintendent will provide leadership and oversee the selection, implementation and evaluation of staff development to meet district needs.

Measurable Progress Indicator:

- A report on district needs will be presented to the board.

Measurable Progress Indicator:

- The superintendent will provide recommendations to the board for research-based staff development initiatives to address these needs.

Measurable Progress Indicator:

- The superintendent will present to the board a plan indicating how staff development will be implemented and evaluated in the attendance centers.

Measurable Progress Indicator:

- Regular reporting to the board will indicate effectiveness of staff development, including training, mentoring or peer coaching.

SCHOOL BOARD GOAL:

Provide support in the area of reading.

Measurable Progress Indicator:

- The board will hear reports on student needs.

Measurable Progress Indicator:

- The board will receive recommendations from staff on professional development initiatives which would address identified needs, specify anticipated student achievement outcomes and approve a selected initiative.

Measurable Progress Indicator:

- The board will direct resources (time and dollars) toward building capacity of selected staff development to address identified district needs.

Measurable Progress Indicator:

- The board will advocate within the community regarding the importance of support for staff development efforts.

Measurable Progress Indicator:

- The board will hear progress reports about the effectiveness of staff development efforts in terms impacting student achievement.

This sample superintendent evaluation form is one resource in a collection of materials developed jointly by Associated School Boards of South Dakota and School Administrators of South Dakota with the help of an advisory panel of school superintendents. All rights are reserved by the associations for membership use.

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