

<p align="center"><b>Associated School Boards of South Dakota</b></p>	<p align="center"><b>NEPN Code: CBG-E<sup>1</sup></b></p>
<p align="center"><b>Policy Reference Manual</b></p>	

**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 are subject to approval by the board following consultation of the superintendent. Measurable progress indicators, the evidence the board expects to determine whether goals have been accomplished, are to be suggested by the superintendent in consultation with the board and are subject to approval 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 formal evaluation. At the end of the year prior to the formal evaluation being done, the board should have sufficient knowledge and documentation to complete the final review (step two).

<p><b>SUPERINTENDENT GOAL ONE:</b> _____</p> <p>_____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p>
<p><b>SUPERINTENDENT GOAL TWO:</b> _____</p> <p>_____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p>
<p><b>SUPERINTENDENT GOAL THREE:</b> _____</p> <p>_____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p> <p>Measurable Progress Indicator: _____</p>

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

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, plus other sources of information including but not limited to board member observations, will provide board members with necessary data and evidence.

<p><u>SUPERINTENDENT GOAL ONE: EVIDENCE OF ATTAINMENT</u></p> <hr/> <hr/> <hr/>			
<p><u>BOARD MEMBER RATING</u> (circle the appropriate response)</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; border-right: 1px solid black;">1 UNSATISFACTORY</td> <td style="width: 33%; border-right: 1px solid black;">2 SATISFACTORY</td> <td style="width: 33%;">3 EXEMPLARY</td> </tr> </table> <p>COMMENTS:</p> <hr/> <hr/>	1 UNSATISFACTORY	2 SATISFACTORY	3 EXEMPLARY
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<p><u>SUPERINTENDENT GOAL TWO: EVIDENCE OF ATTAINMENT</u></p> <hr/> <hr/> <hr/>			
<p><u>BOARD MEMBER RATING</u> (circle the appropriate response)</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%; border-right: 1px solid black;">1 UNSATISFACTORY</td> <td style="width: 33%; border-right: 1px solid black;">2 SATISFACTORY</td> <td style="width: 33%;">3 EXEMPLARY</td> </tr> </table> <p>COMMENTS:</p> <hr/> <hr/>	1 UNSATISFACTORY	2 SATISFACTORY	3 EXEMPLARY
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<p><u>SUPERINTENDENT GOAL THREE: EVIDENCE OF ATTAINMENT</u></p> <hr/> <hr/> <hr/>			
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**OVERALL END-OF-YEAR GOALS BASED 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			
<b>OVERALL RATING</b>			

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 SUPERINTENDENT GOALS:

Agreement on the priority goals and desirable outcomes up-front will help provide a focus for the superintendent and board throughout the school year.

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.

Adopted:

Reviewed: 7/12/2012

Revised: 12/1/2010; 6/17/2014

*Notes: A complete selection of superintendent evaluation resources can be found by going to the ASBSD Publications & Forms page at <http://asbsd.org/index.php/publications-forms/>*

*It is recommended that the evaluation form correspond with the performance responsibilities of the Superintendent as stated in his or her job description, filed at code CBA: Superintendent Job Description.*

*ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.*