
Model 4:
Colorado Association of
School Boards

SUPERINTENDENT PERFORMANCE PLAN PROCESS AND INSTRUMENT

Colorado Association of School Boards

OVERVIEW

STATEMENT OF PURPOSE

The purpose of a formal performance plan include:

- Enhancing the chief administrator's effectiveness.
- Assuring the school board that its policies are being carried out.
- Clarifying for the superintendent and individual board members the responsibilities the board expects the superintendent to fulfill.
- Providing a basis for a positive and rewarding relationship between the board and the superintendent.

DESIRED CONDITIONS

The desired conditions are:

- The performance plan must have the commitment of *trained* boards of education to be accomplished effectively.
- The plan should be undertaken in executive session at a scheduled time and place, with no other items on the agenda and with all board members present.
- The instrument and process have been developed to ensure that the minimum requirements for a fair and valid evaluation are in place. Adherence to the instrument and process will ensure fairness.
- The performance plan instrument and timeline should be developed as soon as possible after the hiring of the superintendent.
- The performance plan and results should be used by the board and superintendent as they cooperatively set goals for the superintendent. The results will also be used as a basis for planning a program of professional development. Progress toward these goals will be evaluated during the ensuing year.
- The performance plan will be filed in the superintendent's personnel file and used as a basis for the evaluation.
- The performance plan should be reviewed with any newly elected or appointed board member.

DESIRED OUTCOMES

The performance plan process will provide:

- A written narrative and composite profile of the board's expectations of the superintendent's performance.
- A basis for documentation of the superintendent's continuous performance over time.
- Increased accountability as a result of objective priority setting.

PROCESS

IMPLEMENTATION PROCEDURES FOR ANNUAL EVALUATION

1. The school board adopts a policy statement on the performance and evaluation of the superintendent. (A sample is provided in Appendix A.)
2. The school board adopts a job description for the superintendent. (A sample is provided in Appendix B.)
3. The board members and superintendent independently rank priority dimensions using the Superintendent Performance Plan Instrument by giving a score of 1, 2 or 3 on each dimension.
4. Return to CASB for compilation by range and frequency.
5. In a facilitated executive session:
 - A. Board members and the superintendent will discuss the composite plan.
 - B. Board members and the superintendent will determine priority status on each dimension by consensus.
 - C. Board members and the superintendent will determine priority tasks.
6. CASB facilitators will draft a composite narrative for performance plan goals.
7. Board members will meet with the superintendent in executive session to present and discuss the narrative.
8. The performance plan is dated and signed by the board and the superintendent. The plan becomes part of the superintendent's personnel file. A document for public release under Colorado Revised Statutes 22-9-109 will be made available to the public. (Appendix G)
9. The school board, with the superintendent, designs a Professional Development Plan, which addresses any priority areas. Documentation sources should be agreed upon for collection at the time of adoption of the Professional Development Plan. Progress toward the plan shall be assessed during the subsequent annual evaluation process. (A sample is provided in Appendix F.)
10. After the first year of implementing the performance plan procedures, board members begin subsequent years with Procedure 4 from the evaluation instrument.
11. The superintendent evaluation should be coordinated with an annual board self-assessment to ensure clearly articulated board priorities.

LOCAL SCHOOL BOARD OPTIONS

Individual school boards may apply additional tasks to the annual review of the superintendent's performance. The instrument and process have been developed to ensure that the minimum requirements for a fair and valid evaluation are in place. Great care should be taken to ensure that the application of any additional tasks and processes do not violate the basic tenets of fairness in evaluation.

Options include:

- The board and superintendent have flexibility in the types of information to be collected for documentation.
- The board may provide the rating of each board member to the superintendent.
- The board may delete any dimension it feels is applicable to its evaluation.
- The board may add any dimension it feels is applicable to its plan.

INSTRUMENT

SUPERINTENDENT PERFORMANCE PLAN INSTRUMENT

A superintendent performs at least eight major tasks:

1. Performs as leader/mentor/facilitator
2. Performs as educational leader of the schools
3. Serves as chief executive officer of the school district
4. Oversees staff personnel management
5. Oversees facilities management
6. Oversees financial management
7. Directs community relations activities
8. Oversees pupil personnel services

The performance plan instrument includes several dimensions of effective practice for each of the seven tasks. Documentation occurs and the superintendent's performance is rated at the dimension level.

The rating scale should not be completed for the initial performance plan. It has been included in this instrument to make you aware of how the first annual evaluation will be conducted.

The rating scale is based on the reasonable expectations of a board of education and consists of six options:

- 0 - Insufficient Information or Observation; Don't Know
- 1 - Well Below Expectations
- 2 - Below Expectations
- 3 - Meets Expectations
- 4 - Above Expectations
- 5 - Well Above Expectations

N/A - Indicates this dimension is not applicable to your district and/or superintendent at this time

Ratings of 1 (Well Below Expectations) and 5 (Well Above Expectations) should be supported by written comments.

The performance plan instrument includes a column for priority ranking based on the district's annual goals. Circle one of three options to indicate where the superintendent should be focusing time and attention in the coming year.

- 1 - low priority
- 2 - medium priority
- 3 - high priority

*****PLEASE USE THE ABOVE RATING SCALE ON ALL TASKS*****

TASK 1: PERFORMS AS LEADER/MENTOR/FACILITATOR.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	1.1 Displays courage in achieving goals.	0 1 2 3 4 5 N/A	
1 2 3	1.2 Seeks out areas for improvement and leads change.	0 1 2 3 4 5 N/A	
1 2 3	1.3 Listens well to opposing viewpoints.	0 1 2 3 4 5 N/A	
1 2 3	1.4 Inspires big-picture thinking.	0 1 2 3 4 5 N/A	
1 2 3	1.5 Commands loyalty and team effort.	0 1 2 3 4 5 N/A	
1 2 3	1.6 Models established values for staff and board.	0 1 2 3 4 5 N/A	
1 2 3	1.7 Values group interaction and problem-solving rather than knowing all the answers.	0 1 2 3 4 5 N/A	
1 2 3	1.8 Demonstrates a bias for action.	0 1 2 3 4 5 N/A	
1 2 3	1.9 Develops power by entrusting and sharing.	0 1 2 3 4 5 N/A	
1 2 3	1.10 Evidences a genuine sense of humor and levity.	0 1 2 3 4 5 N/A	
1 2 3	1.11 Has a clarity of expression that reflects honesty and integrity in all communications and relationships.	0 1 2 3 4 5 N/A	
1 2 3	1.12 Knows how and when to ask for help.	0 1 2 3 4 5 N/A	
1 2 3	1.13 Demonstrates commitment.	0 1 2 3 4 5 N/A	
1 2 3	1.14 Guards personal health and well being.	0 1 2 3 4 5 N/A	
1 2 3	1.15 Commits to personal skill development as leader and manager	0 1 2 3 4 5 N/A	

TASK 2: PERFORMS AS EDUCATION LEADER.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	2.1 Evaluates assistants and develops an annual performance plan.	0 1 2 3 4 5 N/A	
1 2 3	2.2 Oversees planning and evaluation of district programs and priorities.	0 1 2 3 4 5 N/A	
1 2 3	2.3 Keeps abreast of current knowledge of development in curriculum and instruction management.	0 1 2 3 4 5 N/A	
1 2 3	2.4 Expects and genuinely supports the continuous growth of self and others.	0 1 2 3 4 5 N/A	
1 2 3	2.5 Demonstrates commitment to and communicates vision/mission to school personnel.	0 1 2 3 4 5 N/A	
1 2 3	2.6 Plays leadership role in influencing state and national education agenda.	0 1 2 3 4 5 N/A	
1 2 3	2.7 Is progressive and innovative in addressing school issues.	0 1 2 3 4 5 N/A	
1 2 3	2.8 Strives toward excellence in the district maintaining a clear and consistent sense of direction.	0 1 2 3 4 5 N/A	
1 2 3	2.9 Displays an image of confidence.	0 1 2 3 4 5 N/A	
1 2 3	2.10 Acts with decisiveness.	0 1 2 3 4 5 N/A	
1 2 3	2.11 Acts based on logic and rationale.	0 1 2 3 4 5 N/A	
1 2 3	2.12 Explores implications and options.	0 1 2 3 4 5 N/A	
1 2 3	2.13 Listens, researches and interacts prior to making decisions.	0 1 2 3 4 5 N/A	

TASK 2: PERFORMS AS EDUCATION LEADER. (continued)

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	2.14 Modifies views when better information becomes available.	0 1 2 3 4 5 N/A	
1 2 3	2.15 Anticipates how people will react to decisions and proposals.	0 1 2 3 4 5 N/A	
1 2 3	2.16 Appears to meet crises with calmness.	0 1 2 3 4 5 N/A	
1 2 3	2.17 Is able to make "hard" decisions for the good of the district.	0 1 2 3 4 5 N/A	
1 2 3	2.18 Is dependable and predictable in word and action.	0 1 2 3 4 5 N/A	
1 2 3	2.19 Anticipates, analyzes and discusses emerging educational/district issues with the board on a regular basis.	0 1 2 3 4 5 N/A	
1 2 3	2.20 Identifies, through collaborative efforts, the present and future needs of the district and its students including improved quality of instruction, higher levels of achievement and skill development and better use of time.	0 1 2 3 4 5 N/A	
1 2 3	2.21 Leads and directs the district strategic planning process.	0 1 2 3 4 5 N/A	
1 2 3	2.22 Assists the board on an annual basis to evaluate the district progress on established priorities.	0 1 2 3 4 5 N/A	
1 2 3	2.23 Reports district outcomes clearly and candidly.	0 1 2 3 4 5 N/A	
1 2 3	2.24 Provides leadership in the achievement of strategic plan objectives by or prior to established completion dates.	0 1 2 3 4 5 N/A	

TASK 3: SERVES AS THE CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	3.1 Promotes and develops a professional relationship between board members and the superintendent.	0 1 2 3 4 5 N/A	
1 2 3	3.2 Implements policies of the school board.	0 1 2 3 4 5 N/A	
1 2 3	3.3 Reports to the school board about the status of programs.	0 1 2 3 4 5 N/A	
1 2 3	3.4 Recommends actions and alternatives to the board.	0 1 2 3 4 5 N/A	
1 2 3	3.5 Acts as liaison between the school board and school personnel.	0 1 2 3 4 5 N/A	
1 2 3	3.6 Defines areas of responsibility, delegation of authority and work relationships for administrative personnel.	0 1 2 3 4 5 N/A	
1 2 3	3.7 Ensures effective and credible supervisory and evaluation procedures are established and used for all personnel.	0 1 2 3 4 5 N/A	
1 2 3	3.8 Monitors the "stress" level for personnel and takes appropriate action.	0 1 2 3 4 5 N/A	
1 2 3	3.9 Informs the board about rules and regulations of the Colorado State Board of Education and state and federal laws.	0 1 2 3 4 5 N/A	
1 2 3	3.10 Involves appropriate people in the decision-making process of the district.	0 1 2 3 4 5 N/A	

TASK 3: SERVES AS THE CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	3.11 Makes timely decisions.	0 1 2 3 4 5 N/A	
1 2 3	3.12 Consults with people; seeks and considers opinions of others.	0 1 2 3 4 5 N/A	
1 2 3	3.13 Accepts responsibility, does not "pass the buck."	0 1 2 3 4 5 N/A	
1 2 3	3.14 Makes oral and written statements that are objective, descriptive, clear and direct.	0 1 2 3 4 5 N/A	
1 2 3	3.15 Is a person I trust.	0 1 2 3 4 5 N/A	

TASK 4: OVERSEES STAFF PERSONNEL MANAGEMENT.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	4.1 Has a recruitment plan and effectively recruits personnel.	0 1 2 3 4 5 N/A	
1 2 3	4.2 Plans and implements personnel evaluation system that identifies the strengths and weaknesses of employees.	0 1 2 3 4 5 N/A	
1 2 3	4.3 Oversees the planning and evaluation of the staff development program.	0 1 2 3 4 5 N/A	
1 2 3	4.4 Establishes, maintains and evaluates an ongoing system of two-way communication with employees.	0 1 2 3 4 5 N/A	
1 2 3	4.5 Develops enthusiasm and promotes good morale among the staff.	0 1 2 3 4 5 N/A	
1 2 3	4.6 Unites people toward a common goal.	0 1 2 3 4 5 N/A	
1 2 3	4.7 Involves personnel in planning and problem-solving.	0 1 2 3 4 5 N/A	
1 2 3	4.8 Monitors/oversees the progress of negotiations with bargaining units.	0 1 2 3 4 5 N/A	
1 2 3	4.9 Keeps informed as to the management of employee agreements.	0 1 2 3 4 5 N/A	

TASK 5: OVERSEES FACILITIES MANAGEMENT.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	5.1 Prepares long- and short-range plans for facilities and sites.	0 1 2 3 4 5 N/A	
1 2 3	5.2 Ensures proper maintenance of school property at their highest level.	0 1 2 3 4 5 N/A	
1 2 3	5.3 Monitors any construction, renovation or demolition of school facilities.	0 1 2 3 4 5 N/A	
1 2 3	5.4 Maintains and implements policies for the use of school property.	0 1 2 3 4 5 N/A	
1 2 3	5.5 Utilizes all resources within the district well, seeking to upgrade equipment, computer and other technology, library and other student used resources.	0 1 2 3 4 5 N/A	

TASK 6: OVERSEES FINANCIAL MANAGEMENT.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	6.1 Prepares budget with proper input.	0 1 2 3 4 5 N/A	
1 2 3	6.2 Ensures that expenditures are within limits approved by the school board.	0 1 2 3 4 5 N/A	
1 2 3	6.3 Monitors compliance with policies, laws and strategic plan.	0 1 2 3 4 5 N/A	
1 2 3	6.4 Reports to the school board on the financial condition of the school district in understandable, manageable segments for review and monitoring at the responsibility, program and building level.	0 1 2 3 4 5 N/A	
1 2 3	6.5 Demonstrates effectiveness in obtaining necessary resources.	0 1 2 3 4 5 N/A	

TASK 7: DIRECTS COMMUNITY RELATIONS ACTIVITIES.

PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	7.1 Articulates educational programs and needs to the community.	0 1 2 3 4 5 N/A	
1 2 3	7.2 Maintains effective contact with the news media.	0 1 2 3 4 5 N/A	
1 2 3	7.3 Participates in community affairs.	0 1 2 3 4 5 N/A	
1 2 3	7.4 Involves the community in planning and problem-solving for the schools.	0 1 2 3 4 5 N/A	
1 2 3	7.5 Establishes, maintains and evaluates a planned two-way system of communications with community publics.	0 1 2 3 4 5 N/A	
1 2 3	7.6 Demonstrates a genuine liking for people.	0 1 2 3 4 5 N/A	
1 2 3	7.7 Is effective as a communicator for this district.	0 1 2 3 4 5 N/A	
1 2 3	7.8 Demonstrates the ability to treat people with respect while listening to diverse views.	0 1 2 3 4 5 N/A	
1 2 3	7.9 Ensures evaluation of customer satisfaction at the program and building level.	0 1 2 3 4 5 N/A	

TASK 8: OVERSEES PUPIL PERSONNEL SERVICES.			
PRIORITY	DIMENSIONS	RATING	COMMENTS
1 2 3	8.1 Monitors pupil personnel services.	0 1 2 3 4 5 N/A	
1 2 3	8.2 Monitors the pupil record system.	0 1 2 3 4 5 N/A	
1 2 3	8.3 Implements programs relating to behavior and discipline of pupils.	0 1 2 3 4 5 N/A	
1 2 3	8.4 Maintains programs for health and safety of pupils.	0 1 2 3 4 5 N/A	
1 2 3	8.5 Acts as liaison between schools and community social agencies.	0 1 2 3 4 5 N/A	
1 2 3	8.6 Promotes interagency collaboration for the benefit of children.	0 1 2 3 4 5 N/A	
1 2 3	8.7 Monitors the pupil transportation system.	0 1 2 3 4 5 N/A	

PROFESSIONAL DEVELOPMENT PLAN

PROFESSIONAL DEVELOPMENT PLAN

For Time Period from _____ to _____

EXPECTATIONS (GOALS)	SUPERINTENDENT ACTIVITIES	BOARD RESPONSIBILITIES	TIMELINE	EVALUATION METHOD	RATING

The overall progress toward meeting the expectations (goals) of the Professional Development Plan will be evaluated on _____.

PROFESSIONAL DEVELOPMENT PLAN

For Time Period from _____ to _____

EXPECTATIONS (GOALS)	SUPERINTENDENT ACTIVITIES	BOARD RESPONSIBILITIES	TIMELINE	EVALUATION METHOD	RATING

The overall progress toward meeting the expectations (goals) of the Professional Development Plan will be evaluated on _____.

APPENDICES

APPENDIX B.
SAMPLE JOB DESCRIPTION FOR SUPERINTENDENT

TASK 1: PERFORMS AS LEADER/MENTOR/FACILITATOR.

Dimensions

- 1.1 Displays courage in achieving goals.
- 1.2 Seeks out areas for improvement and leads change.
- 1.3 Listens well to opposing viewpoints.
- 1.4 Inspires big-picture thinking.
- 1.5 Commands loyalty and team effort.
- 1.6 Models established values for staff and board.
- 1.7 Values group interaction and problem-solving rather than knowing all the answers.
- 1.8 Demonstrates a bias for action.
- 1.9 Develops power by entrusting and sharing.
- 1.10 Evidences a genuine sense of humor and levity.
- 1.11 Has a clarity of expression that reflects honesty and integrity in all communications and relationships.
- 1.12 Knows how and when to ask for help.
- 1.13 Demonstrates commitment.
- 1.14 Guards personal health and well being.
- 1.15 Commits to personal skill development as leader and manager.

TASK 2: PERFORMS AS EDUCATION LEADER

Dimensions

- 2.1 Evaluates assistants and develops an annual performance plan.
- 2.2 Oversees planning and evaluation of district programs and priorities.
- 2.3 Keeps abreast of current knowledge of development in curriculum and instruction management.
- 2.4 Expects and genuinely supports the continuous growth of self and others.
- 2.5 Demonstrates commitment to and communicates vision/mision to school personnel.
- 2.6 Plays leadership role in influencing state and national education agenda.
- 2.7 Is progressive and innovative in addressing school issues.
- 2.8 Strives toward excellence in the district maintaining a clear and consistent sense of direction.
- 2.9 Displays an image of confidence.
- 2.10 Acts with decisiveness.
- 2.11 Acts based on logic and rationale.
- 2.12 Explores implications and options.
- 2.13 Listens, researches, and interacts prior to making decisions.
- 2.14 Modifies views when better information becomes available.
- 2.15 Anticipates how people will react to decisions and proposals.
- 2.16 Appears to meet crises with calmness.
- 2.17 Is able to make "hard" decisions for the good of the district.
- 2.18 Is dependable and predictable in word and action.

- 2.19 Anticipates, analyzes and discusses emerging educational/district issues with the board on a regular basis.
- 2.20 Identifies, through collaborative efforts, the present and future needs of the district and its students including improved quality of instruction, higher levels of achievement and skill development, and better use of time.
- 2.21 Leads and directs the district strategic planning process.
- 2.22 Assists the board on an annual basis to evaluate the district progress on established priorities.
- 2.23 Reports district outcomes clearly and candidly.
- 2.24 Provides leadership in the achievement of strategic plan objectives by or prior to established completion dates.

TASK 3: SERVES AS THE CHIEF EXECUTIVE OFFICER OF THE SCHOOL BOARD

Dimensions

- 3.1 Promotes and develops a professional relationship between board members and the superintendent.
- 3.2 Implements policies of the school board.
- 3.3 Reports to the school board about the status of programs.
- 3.4 Recommends actions and alternatives to the board.
- 3.5 Acts as liaison between the school board and school personnel.
- 3.6 Defines areas of responsibility, delegation of authority and work relationships for administrative personnel.
- 3.7 Ensures effective and credible supervisory and evaluation procedures are established and used for all personnel.
- 3.8 Monitors the "stress" level for personnel and takes appropriate action.
- 3.9 Informs the board about rules and regulations of the Colorado State Board of Education and state and federal laws.
- 3.10 Involves appropriate people in the decision-making process of the district.
- 3.11 Makes timely decisions.
- 3.12 Consults with people; seeks and considers opinions of others.
- 3.13 Accepts responsibility, does not "pass the buck."
- 3.14 Makes oral and written statements that are objective, descriptive, clear and direct.
- 3.15 Is a person I trust.

TASK 4: OVERSEES STAFF PERSONNEL MANAGEMENT

Dimensions

- 4.1 Has a recruitment plan and effectively recruits personnel.
- 4.2 Plans and implements personnel evaluation system that identifies the strengths and weaknesses of employees.
- 4.3 Oversees the planning and evaluation of the staff development program.
- 4.4 Establishes, maintains and evaluates an ongoing system of two-way communication with employees.
- 4.5 Develops enthusiasm and promotes good morale among the staff.
- 4.6 Unites people toward a common goal.
- 4.7 Involves personnel in planning and problem-solving.
- 4.8 Monitors/oversees the progress of negotiations with bargaining units.
- 4.9 Keeps informed as to the management of employee agreements.

TASK 5: OVERSEES FACILITIES MANAGEMENT

Dimensions

- 5.1 Prepares long- and short-range plans for facilities and sites.

- 5.2 Ensures proper maintenance of school property at their highest level.
- 5.3 Monitors any construction, renovation or demolition of school facilities.
- 5.4 Maintains and implements policies for the use of school property.
- 5.5 Utilizes all resources within the district well, seeking to upgrade equipment, computer and other technology, library and other student used resources.

TASK 6: OVERSEES FINANCIAL MANAGEMENT

Dimensions

- 6.1 Prepares budget with proper input.
- 6.2 Ensures that expenditures are within limits approved by the school board.
- 6.3 Monitors compliance with policies, laws and strategic plan.
- 6.4 Reports to the school board on the financial condition of the school district in understandable, manageable segments for review and monitoring at the responsibility, program and building level.
- 6.5 Demonstrates effectiveness in obtaining necessary resources.

TASK 7: DIRECTS COMMUNITY RELATIONS ACTIVITIES

Dimensions

- 7.1 Articulates educational programs and needs to the community.
- 7.2 Maintains contact with the news media.
- 7.3 Participates in community affairs.
- 7.4 Involves the community in planning and problem-solving for the schools.
- 7.5 Establishes, maintains and evaluates a planned two-way system of communications with community publics.
- 7.6 Demonstrates a genuine liking for people.
- 7.7 Is effective as a communicator for this district.
- 7.8 Demonstrates the ability to treat people with respect while listening to diverse views.
- 7.9 Ensures evaluation of customer satisfaction at the program and building level.

TASK 8: OVERSEES PUPIL PERSONNEL SERVICES

Dimensions

- 8.1 Monitors pupil personnel services.
- 8.2 Monitors the pupil record system.
- 8.3 Implements programs relating to behavior and discipline of pupils.
- 8.4 Maintains programs for the health and safety of pupils.
- 8.5 Acts as liaison between school and community social agencies.
- 8.6 Promotes interagency collaboration for the benefit of children.
- 8.7 Monitors the pupil transportation system.

APPENDIX C.

DOCUMENTATION SOURCES

The following are examples of documentation sources among which a board may select during Procedure 4 of the Implementation Procedures (see page 3). Documentation sources should be identified and agreed upon by the superintendent and board at the time of adoption of the Professional Growth Plan.

Policy manual
Board agendas
Board reports
Board minutes
Planning documents
Committee agenda
Committee reports
Committee minutes
Curriculum guides
Evaluation instruments
Superintendent memoranda
District reports
Personnel handbooks
Student handbooks

Administrative procedures
Job descriptions
Facilities plan
Financial reports
Budget documents
Purchase orders
Equipment lists
District/school publications
News releases
Media articles
Letters/memoranda
Test results
State Department of Education communications
Oral reports by the superintendent

APPENDIX D.

SAMPLE TIMELINE FOR ANNUAL SUPERINTENDENT EVALUATION

CONTRACT MONTH	ACTIVITY	COMPLETED (✓)
1 (one time)	1. Board adopts policy statement.	_____
1 (one time)	2. Board develops job description.	_____
1	3. Board with superintendent reviews instrument and determines expectations.	_____
1	4. Board with superintendent determines types and forms of documentation to be collected.	_____
1	5. Board with superintendent develops timeline.	_____
Ongoing	6. Superintendent collects documentation.	_____
9 or 10	7. Superintendent presents documentation to board. Board reviews documentation.	_____
10	8. Board members individually complete the Superintendent Evaluation Instrument.	_____
10 or 11	9. Board discusses individual evaluations and attempts to reach consensus on all dimensions in executive session.	_____
10 or 11	10. Board president or designee prepares Annual Summative Report.	_____
10 or 11	11. Board gives written Annual Summative Report and narrative to superintendent and discusses it with superintendent in executive session	_____
10 or 11	12. Board president and superintendent date and sign Annual Summative Report and public document.	_____
10 or 11	13. Board with superintendent designs a Professional Development Plan.	_____
12	14. After the first year of implementing the evaluation procedures, the board begins subsequent years with Activity 3.	_____

APPENDIX E.

PROFESSIONAL DEVELOPMENT PLAN

For Time Period from July 1, 1989 to June 30, 1990

EXPECTATIONS (GOALS)	SUPERINTENDENT ACTIVITIES	BOARD RESPONSIBILITIES	TIMELINE	EVALUATION METHOD	RATING
1. The superintendent will develop and begin implementation of a set of long-range goals (5 years) which will emphasize the improvement of student achievement.	1.1 Appoint and chair a task force to improve the achievement level of all grades. task force. 1.2 Present the plan to the board for approval. 1.3 Begin implementation of plan.	1.1 Board works with supt. to establish priorities. One board member will sit on 1.2 Board deliberates plan. 1.3 Adopt and openly support plan.	1.1 Task force appointed 8/89 and begins 9/89. 1.2 Plan to board by 1/90. 1.3 As specified in plan	1.1 Documentation of appointed task force. 1.2 Plan presented to board and approved. 1.3 Documentation of implementation 2.1 Documentation of attendance. 2.2 Information given to board. Documentation that information was shared with appropriate personnel.	3 2 4 4 2
2. The superintendent will attend at least one national professional conference which emphasizes curriculum/student achievement.	2.1 Attend conference. 2.2 Share information gained at conference with board and appropriate personnel.	2.1 Ask supt. to identify conferences he will attend. 2.2 Request oral report and respond.	2.1 Prior to June 1990. 2.2 Immediately after conference.		

The overall progress toward meeting the expectations (goals) of the Professional Development Plan will be evaluated on July 2, 1990.

APPENDIX F.

PROFESSIONAL DEVELOPMENT PLAN

For Time Period from July 1, 1989 to June 30, 1990

EXPECTATIONS (GOALS)	SUPERINTENDENT ACTIVITIES	BOARD RESPONSIBILITIES	TIMELINE	EVALUATION METHOD	RATING
<p>3. The superintendent will develop and implement a schedule to report to the board during work sessions on personnel performance, student achievement, property status, financial status, and transportation system.</p>	<p>3.1 Develop a schedule to provide requested reports to the board during board work sessions. Provide the schedule to the board.</p> <p>3.2 Present the reports as scheduled.</p>	<p>3.1 Request specific reports and identify timeline and parameters.</p>	<p>3.1 Schedule to board by 9/89.</p> <p>3.2 As specified in schedule.</p>	<p>3.1 Schedule presented to board.</p> <p>3.2 Documentation of reports provided to board</p>	<p>3</p> <p>2</p>
<p>ENRICHMENT</p> <p>4. The superintendent will meet with civic groups to enhance school-community communications and to promote the accomplishments of the school system.</p>	<p>4.1 Meet with civic groups. Participate in civic programs.</p>	<p>4.1 Board members will attend when appropriate as observers and to support the superintendent. report and respond.</p>	<p>4.1 During FY 90.</p>	<p>4.1 Documentation of attendance.</p>	<p>4</p>

The overall progress toward meeting the expectations (goals) of the Professional Development Plan will be evaluated on July 2, 1990.

APPENDIX G.

22-9-109. Exemption from public inspection. Notwithstanding the provisions of section 24-72-204(3), C.R.S., the evaluation report and all public records as defined in section 24-72-202, C.R.S., used in preparing the evaluation report shall be confidential and shall be available only to the certificated person being evaluated and to the duly elected and appointed public officials who supervise his work; except that the evaluation report to the chief executive officer of any school district, as it relates to the performance of the chief executive officer in fulfilling the adopted school district objectives, fiscal management of the district, district planning responsibilities, and supervision and evaluation of district personnel, shall be open for inspection by any person at reasonable times.

NOTES

Adapted by
Colorado Association of School Boards
with permission

This instrument originally
developed by
Georgia School Boards Association
