

NASB TRANSITION SUPERINTENDENT EVALUATION



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Developed from the **NASB Standard Superintendent Evaluation**, the **NASB Transition Superintendent Evaluation** is designed to support new superintendents during their first year in the district.

Instructions: Please indicate what you feel is the most accurate descriptor to the following statements.

I. MISSION, VISION, AND GOALS

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I.a.	Develops, implements, and monitors district goals/strategic plan.					
I.b.	Updates the board on progress of district goals/strategic plan.					
I.c.	Engages board in long-range discussion and decision-making.					
Comments (Optional):						

II. POLICY

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
II.a.	Collaborates with the board to develop, align, and sustain a policy process and schedule to support monthly policy review.					
II.b.	Monitors and ensures policies are followed and implemented effectively.					
II.c.	Maintains districtwide handbooks aligned to adopted policies.					
II.d.	Provides public access to policy and handbooks.					
Comments (Optional):						



III: COMMUNITY RELATIONS

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
III.a.	Serves as spokesperson for the school district.					
III.b.	Maintains meaningful community partnerships.					
III.c.	Maintains a visible presence at district activities and community events.					
Comments (Optional):						

IV: BUDGET PLANNING AND MANAGEMENT

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management of school operations by allocating, using, and investing district resources to support effective instruction and improved student learning.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
IV.a.	Provides ongoing discussion of budget related development and management of the budget throughout the year.					
IV.b.	Forecasts and aligns resources to goals and objectives.					
IV.c.	Supports financial accountability with data.					
IV.d.	Maintains short-long-term facility and grounds plans.					
IV.e.	Completes the annual Audit and discloses findings to board.					
Comments (Optional):						



V: EDUCATIONAL LEADERSHIP

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
V.a.	Promotes a student-centered culture to support student success.					
V.b.	Aligns resources to support effective instruction and learning.					
V.c.	Ensures curriculum is aligned vertically and horizontally and aligned to NDE Learning Standards.					
V.d.	Updates board regarding NDE Accreditation compliance annually.					
V.e.	Validates teacher evaluation is aligned to framework and completed per board policy.					
V.f.	Supports college/career readiness.					
Comments (Optional):						

VI: BOARD-SUPERINTENDENT RELATIONS

Standard Descriptor: The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
VI.a.	Supports effective board governance.					
VI.b.	Provides timely and accurate information to the board to support informed decision-making.					
VI.c.	Supports board committee and processes.					
Comments (Optional):						



SUMMARY SECTION

Overall Comments on Superintendent's Performance:
Provide specific strengths and areas for growth based on the evaluation above.



Superintendent’s Response:

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)

