

Agenda of Marathon ISD Special School Board Meeting (Closed Session)

The Board of Trustees Marathon ISD

Preparing Each Student for a Successful Future as a Lifelong Learner

A Marathon ISD Special School Board Meeting (Closed Session) of the Board of Trustees of Marathon ISD will be held December 8, 2021, beginning at 6:00 PM in the Marathon High School Library.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. Call Meeting to Order
- II. Closed Session

In accordance with the Texas Open Meetings Act (Subchapter D and F of Chapter 551 of the Texas Government Code), the board will now enter into a closed meeting to deliberate subjects listed on this agenda authorized by Subchapter D. Any final action, decision, or vote on a subject deliberated in the closed meeting will be taken in an open meeting held in compliance with the Texas Open Meetings Act. Tex. Gov't Code 551.071, 551.129, 551.074

- a. Superintendent evaluation tool and mid-year review 2
- III. Open Session
- a. Consideration of superintendent evaluation tool and mid-year review
- IV. Adjourn

The Marathon ISD seven-member Board of Trustees is focused on student achievement and the overall success of the school district.

Marathon Superintendent Evaluation Instrument

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain](#) worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. Instructional management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:

- Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
- An annual report of instructional areas needing attention, as revealed by the system.
- Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
- A trend of ongoing improvement as reflected in longitudinal data on student scores.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

B. Student services management: The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:

- Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
- Semi-annual monitoring reports for student services programs, related to goals and targets.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

C. Staff development and professional growth: The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:

- An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
- An annual report on the success of the staff development program as demonstrated by administration-defined measures.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments

District Management

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. Facilities and operations management: The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:

- Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
- An annual report on success in terms of the goals, including longitudinal data.
- A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

B. Fiscal management: The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:

- Budget assumptions and priorities, prior to development of the budget.
- Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
- Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
- End of year results that are generally consistent with adopted budget.
- Administrative procedures instituted to reduce the risk of fraud.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

C. Human resources management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:

- An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
- An annual report of district success toward meeting the year's goals, targets, or benchmarks.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. Board relations: The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:

- Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
- Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
- Recommendations and appropriate supporting materials on matters for board decision.
- Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
- Other (Insert specific data or reports to be furnished by the administration.)

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating:

Comments:

B. Community Relations: The superintendent maintains a positive and productive working relationship with the community. The board may want to see:

- Information detailing the district's internal and external communication strategies.
- Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
- Other (Insert specific data or reports to be furnished by the administration.)

Rating:

Comments:

Superintendent Appraisal
WORKSHEET (page 1 of 4)

To Be Included as One Component of the Locally Developed Appraisal Instrument

Texas statute requires that the board use the district performance report as a primary consideration in its appraisal of superintendent performance (TEC §39.054). This worksheet provides an analysis of district student performance based on the district AEIS report.

To meet the statutory requirement for primary consideration, the board should consider the information on this worksheet in discussing and evaluating each area of superintendent responsibility on the local appraisal instrument. Such areas of responsibility often include: instructional management; personnel management; student management; management of fiscal, administrative, and facilities functions; organization morale; organization improvement; school-community relations; school board relations; and professional growth and development.

The information on this worksheet should be used as only one indicator of the success of the superintendent in managing specified areas of district operations for increased student achievement. In addition, the board should use other locally determined indicators of success in discussing and evaluating the job performance of the superintendent in specified areas of responsibility.

Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Superintendent _____ Date _____ District _____

Directions: The superintendent should use the current district and campus AEIS Reports to complete Steps 1-3.

Step 1. District Accountability Rating: _____

Post the number of campuses rated in each category; include alternative campuses as either secondary or elementary.

Accountability Ratings of the district and all campuses are “Acceptable” District yes or higher.

	Secondary	no	NA
Campus(es) yes		no	NA
1. If the district and all campuses are “Academically Acceptable” or higher, circle “yes.”	Elementary	yes	no
2. If the district or any campus is “Academically Unacceptable,” circle “no.”			NA
3. If the district is “not rated” or campus configuration is not applicable, circle “NA.”			

Superintendent Comments:

Step 2. TLI Average Growth. Post the number of campuses with TLI Average Growth of at least one year (≥ 0) and less than one year (< 0).

Number of Campuses	Academically Unacceptable AE: Need Peer Review	Academically Acceptable AE:	Recognized	Exemplary	Not Rated
Secondary Campus(es)					
Elementary Campus(es)					

Superintendent Appraisal
WORKSHEET (page 2 of 4)

Number of Campuses	Reading		Math	
	at least 1 year >=0	less than 1 year <0	at least 1 year >=0	less than 1 year <0
Secondary Campus(es)				
Elementary Campus(es)				

TLI Average Growth for each campus in both Reading and Math is at or above 0.

Secondary Campus(es) yes no NA
Elementary yes no NA
Campus(es)

1. If all campuses are >=0 in both Reading and Math, circle "yes."
2. If any campus is <0 in either Reading or Math, circle "no."
3. If campus configuration is not applicable, circle "NA."

Superintendent Comments: _____

Step 3. Summary of current year results relative to (1) state criteria or (2) gains

from previous year. A. Post district AEIS current and previous year READING results below.

% Passing Reading Accountability Subset	All	AA	H	W	NAm	A/PI	Eco Dis
Current Year							
Previous Year							

Percent passing READING for the current year is at or above 90% OR higher than the previous year.

1. If current year is > = 90%, circle "yes."
2. If current year is < 90%, circle "yes" if higher than previous year.
"no" if lower than previous year.
"NA" (not applicable) if same as previous year or if previous year is not scored.
3. If current year is not scored, circle "NA" (not applicable).

"yes" if higher than previous year.
"no" if lower than previous year.
"NA" (not applicable) if same as previous year or if previous year is not scored.
3. If current year is not scored, circle "NA" (not applicable).

Total Reading #yes #no

Superintendent Comments: _____

B. Post district AEIS current and previous year WRITING results below.

% Passing Writing Accountability Subset	All	AA	H	W	NAm	A/PI	Eco Dis
Current Year							
Previous Year							

Percent passing WRITING for the current year is at or above 90% OR higher than the previous year.

1. If current year is > = 90%, circle "yes."
2. If current year is < 90%, circle

Total Writing #yes #no

All Students yes no NA
African Am yes no NA
Hispanic yes no NA
White yes no NA
Native Am yes no NA
Asian/PI yes no NA
Eco. Disadv. yes no NA

Superintendent Comments: _____

All Students yes no NA
African Am yes no NA
Hispanic yes no NA
White yes no NA
Native Am yes no NA
Asian/PI yes no NA
Eco. Disadv. yes no NA

Superintendent Appraisal
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C. Post district AEIS current and previous year MATH results below.

% Passing Math Accountability Subset	All	AA	H	W	NAm	A/PI	Eco Dis
Current Year							
Previous Year							

Percent passing MATH for the current year is at or above 90% OR higher than the previous year.

- If current year is $\geq 90\%$, circle "yes."
- If current year is $< 90\%$, circle "yes" if higher than previous year.
"no" if lower than previous year.
"NA" (not applicable) if same as previous year or if previous year is not scored.
- If current year is not scored, circle "NA" (not applicable).

All	yes	no	NA
Students	yes	no	NA
African Am	yes	no	NA
Hispanic	yes	no	NA
White	yes	no	NA
Native Am	yes	no	NA
Asian/PI			
Eco. Disadv.			

Total Math #yes ___ #no ___

Superintendent Comments: _____

D. Post district AEIS current and previous year SOCIAL STUDIES results below.

% Passing Social Studies Accountability Subset	All
Current Year	
Previous Year	

Percent passing SOCIAL STUDIES for the current year is at or above 90% OR higher than the previous year. All Students yes no NA

1. #yes

If current year is $\geq 90\%$, circle "yes." **Total Social Studies**
#no

- If current year is $< 90\%$, circle "yes" if higher than previous year.
"no" if lower than previous year.
"NA" (not applicable) if same as previous year or if previous year is not scored.
- If current year is not scored, circle "NA" (not applicable).

Superintendent Comments: _____

E. Post district AEIS most recent and previous year DROPOUT results below.

Dropout Rate	All	AA	H	W	NAm	A/PI	Eco Dis
Most Recent Year							
Previous Year							

Superintendent Appraisal
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DROPOUT for the most recent year is at or below 1% OR lower than the previous year.

1. If most recent year is $\leq 1\%$, circle "yes."
2. If most recent year is $> 1\%$, circle "yes" if lower than previous year.
 "no" if higher than previous year.
 "NA" (not applicable) if same as previous year or if previous year is not scored.
3. If most recent year is not scored, circle "NA" (not applicable).

All Students	yes	no	NA
African Am	yes	no	NA
Hispanic	yes	no	NA
White	yes	no	NA
Native	yes	no	NA
Am	yes	no	NA
Asian/PI	yes	no	NA
Eco. Disadv.			

Total #yes #no
Dropout _____

Superintendent Comments: _____

Step 4. Using the student performance data summarized in Steps 1-3 above, the superintendent and board should identify strengths and areas that may need to be addressed.

Strengths in district student performance: _____

Areas that may need to be addressed in district student performance:

Reading _____

Writing _____

Math _____

Social Studies _____

Dropout _____

Step 5. The board should review the information on this worksheet as part of its local procedures for setting goals with the superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals. Goals for the superintendent should ideally be developed by board consensus in collaboration with the superintendent.

Legal Authority: The analysis of district student performance provided on this Worksheet should be used by the board in the evaluation of the superintendent. The results of the analysis should be incorporated into the local appraisal instrument. TEC §39.054; TAC §150.1022(____)

The information in this domain should be incorporated into the locally adopted appraisal instrument in a manner consistent with locally adopted procedures for evaluating the superintendent. In addition, the information should be used to set priorities with the superintendent and as additional data to appraise other aspects of the superintendent's job performance.

CONDUCTING THE SUPERINTENDENT EVALUATION

The annual board meeting to evaluate the superintendent should be designed to make the session the most productive it can be for both the board and the superintendent. To accomplish this objective, we recommend the following sequence of steps:

1. At the beginning of the contract year, the board should work with the superintendent to develop and/or revise the evaluation instrument to make it performance based. It should have a criterion (indicator of success) for each area of performance. Having the instrument available at the beginning of the contract year will allow the superintendent the full year to accomplish and document completion of the board's objectives.
2. Before the evaluation session, individual board members should receive and review the copy of the evaluation instrument.
3. Meet in executive session for the evaluation session.
4. Since it is difficult for board members to know or remember all of the superintendent's performance throughout the year, they should ask the superintendent to meet with them and provide data on each of the indicators of success as they score the evaluation instrument.
5. Board members should review the data provided by the superintendent on each item on the instrument, ask clarifying questions when necessary, and then independently score each item.
6. After completing the individual scoring, the board should excuse the superintendent, discuss each item, and arrive at a consensus or average score for each item.
7. The board should agree on areas that need corrective action (see rating system) and discuss what action they would like from the superintendent.
8. The board should invite the superintendent back into executive session, give him/her a copy of the consensus/average scores, and allow him/her to review it.
9. The board should go over each item with the superintendent, point out areas of success, discuss the board's concerns, and allow the superintendent the opportunity to point out areas he/she thinks do not agree with the data the superintendent has submitted.
10. If there are areas of performance the board thinks need corrective action, they should discuss them with the superintendent and agree on specific, measurable actions to take. This list of necessary corrective actions should be put into writing to the superintendent.
11. The evaluation instrument should be critiqued and/or modified for improvement and given to the superintendent as the performance expectations for the coming year.

Note: *It is a violation of law (TEC, Subchapter H, Section 21.355) to make public any personnel document evaluating the performance of a teacher or administrator.*

Areas to Improve

1. Be a better communicator for the district.
2. Work on improving goals and objectives for the district
3. Work on developing plans for improvement for the district
4. Improve on establishing a more positive working environment.
5. Improve on establishing positive morale with students and staff.
6. Work on organizational skills in compliance to procedures.
7. Learn the school finance template and explore ways to better help the district acquire more revenue.
8. Continue to work with the campus professionals to improve professional development for the staff.
9. Better assist the board in preparing and updating policies.
10. Work with board and administration to bring this community back into the educational setting. The school is the community.
11. Continue to acquire professional development training.
12. Work with community leaders and stakeholders to make this district the very best that it can be.

SUPERINTENDENT EVALUATION CHECKLIST

- Each school district shall appraise each administrator annually using either the commissioner's recommended process and criteria or a locally developed and board approved process and criteria (TEC 21.354).
- Funds of a school district may not be used to pay an administrator who has not been appraised in the preceding 15 months (TEC 21.354).
- The superintendent and the members of the board have reviewed superintendent evaluation designs currently being used and have agreed upon an evaluation process/instrument for the coming year.
- Each school district shall establish an annual calendar provided for evaluation activities that shall involve both the administrator and the appraiser. The calendar must include procedures for setting goals that define expectations and set priorities for the administrator being appraised, including both formative conferences and a summative conference (19 TAC 150.1022).
- Only board members who have received the required training in appropriate personnel evaluation skills related specifically to local established criteria and processes shall be permitted to participate in the formal appraisal of the superintendent (19 TAC 150.1022).
- The annual performance report shall be a primary consideration of the board in performing the superintendent's evaluation (TEC 39.054).
- Any modifications made to the evaluation process or instrumentation have been made according to guidelines for such in the superintendent's contract.
- Prior to conducting the evaluation, the superintendent has presented his/her accountability report.
- The evaluation form is provided to each board member only as a worksheet. The final evaluation shall be set forth in a single instrument representing the consensus of the board. The formal evaluation document should include only consensus comments and not those of individual board members.
- The superintendent has been provided with copies of the summative appraisal/evaluation as well as copies of the instruments completed by each of the individual board members.
- Staff input, if any, into the evaluation process must not be anonymous (19 TAC 150.1022).

- A document evaluating the performance of a teacher or administrator is confidential (TEC 21.355).

SUPERINTENDENT PERFORMANCE APPRAISAL-SUMMATIVE EVALUATION REPORT

INDIVIDUAL WORKSHEET FOR BOARD MEMBERS

DIRECTIONS

The following statements describe the Superintendent who achieves success. Based on cumulative performance information, the evaluator estimates the superintendent's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the superintendent's attainment of that criterion. (Please use the NUMBER 1,2,3,4, or 5 or N/A in the blanks to evaluate the superintendent's performance).

RATING SCALE

N/A	Not Applicable	
5	Clearly Outstanding	Performance is consistently far superior to what is normally expected
4	Exceeds Expectations	Performance demonstrates increased proficiency and is consistently above expectations.
3	Meets Expectations	Performance meets expectations and presents no significant problems
2	Below Expectations	Performance is consistently below expectations and significant problems exist
1	Unsatisfactory	Performance is consistently unacceptable

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

Item #	Criterion Statement	Score
1	Keep informed about all aspects of the instructional program.	
2	Work with the staff, board, and community in curriculum planning and recommend all curriculum guides.	
3	Encourage campuses and programs to be self-directed and focused on the district's mission.	
4	Prepare reports and assist the board in evaluating the effectiveness of school programs.	
	Sub Total	

School/Organizational Climate

Item #	Criterion Statement	Score
5	Ensure that there is a continuous focus on student growth and learning	
6	Demonstrate skill in anticipating, managing, and resolving conflict	
7	Provide for two-way communication with district personnel.	
	Sub Total	

School/Organizational Improvement

Item #	Criterion Statement	Score
8	Provide leadership in developing district goals and objectives.	
9	Provide leadership in developing long and short range plans for district growth and improvement.	
10	Conduct periodic evaluation of all programs and operations to determine improvement needed.	
11	Use a collaborative decision making process and problem-solving technique when appropriate	
12	Promote goal-oriented performance and support for those involved in achieving campus performance objectives (academic excellence indicators)	
	Sub Total	

Personnel Management

Item #	Criterion Statement	Score

13	Recommend the number , type, and organization of positions needed to carry out district functions effectively	
14	Promote a positive work environment and staff morale within the district	
15	Employ non-contractual personnel; recommend contractual personnel for employment; assign and reassign all personnel.	
16	Define the duties of all personnel.	
17	Direct and supervise the staff evaluation program	
18	Suspend contractual employees, subject to board approval; recommend contract renewal and non-renewal and; dismiss non-contractual personnel, and recommend dismissal of contractual personnel.	
19	Serve as liaison between the board and staff	
20	Develop and recommend pay systems; recommend pay increases or adjustments for personnel.	
21	Support staff development through in-service education and other programs of professional development.	
	Sub Total	

Administration and Fiscal/Facilities Management

Item #	Criterion Statement	Score
33	Develop and implement effective communication between the schools and community; promote community support and involvement with the schools	
34	Represent the district in activities involving other school systems, institutions, agencies, and professional or community groups.	

		Sub Total	
Item #	Criterion Statement		Score
22	Keep informed of developments in state, federal, and local laws and public policy affecting education.		
23	Develop administrative procedures and regulation for the management of school operations.		
24	Accurately prepare and submit in a timely manner any and all reports required by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.		
25	Prepare recommendations for the annual budget		
26	Ensure that funds are expended in accordance with the approved budget.		
27	Direct and supervise all financial accounting and ensure that funds are expended legally and controlled effectively.		
28	Ensure that the school plant and facilities are properly maintained.		
		Sub Total	

Student Management

Item #	Criterion Statement		Score
29	Recommend and ensure equitable administration of student discipline policies across the district.		
30	Work with staff, board, and community in planning and implementing support services for students.		
		Sub Total	

Professional Growth and Development

Item #	Criterion Statement		Score
31	Formulate, with the board, an annual professional development plan and assist the board in designing a process for evaluating superintendent performance.		
32	Pursue professional development through reading, attending conferences, and involvement with related agencies.		
		Sub Total	

School Community Relations

School Community Relations

Item #	Criterion Statement		Score
35	Prepare board agendas and meeting materials in cooperation with the board president.		
36	Attend and participate in all board meetings except when excluded from executive session, such as when the board wants to discuss privately the superintendent's contract or evaluation.		
37	Keep the board continuously informed on issues, needs, and operations of the district.		
38	Recommend policies on organization, finance, instructional programs, student matters, personnel, school plant, and other functions of the district.		
39	Exercise discretion and judgment in matters not covered by board policy.		
40	Interpret board policies to the staff and community and implement them accordingly.		
41	Serve as custodian of all board minutes and records.		
42	Communicate with the district's attorney on matters in litigation or potential litigation except as otherwise directed by the board.		

COMMENTS:

Board Member Signature _____ **Date** _____