

EVALUATION

FACILITATED SUPERINTENDENT EVALUATION PROCESS

360 SURVEY - OBJECTIVE EVALUATION - FOCUS GOALS



FACILITATED SUPERINTENDENT EVALUATION PROCESS

The process to address the growth and development of a superintendent is a critical component in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district and building goals and encourages the school board to focus their attention on the leader's role in improving achievement and well-being for each and every student.

Definitions of Effectiveness for Superintendent 360-Degree Eval

For each evaluative standard or component, progressions are designed to support effective leadership practices. Recognizing that each district and school context is unique, what may be prioritized in one setting could hold less relevance in another. As such, these progressions should be viewed as a guide, framing a vision for effective leadership. The indicators in each column are not intended as checklists, but should be considered holistically in light of the Definitions of Effectiveness, providing insight into the leader's growth and development over time. These definitions must be integrated into the understanding of the progressions. The journey of leadership development should be contextualized through these lenses:

- **Ineffective:** Superintendent may have awareness of best practices but fail to demonstrate consistent application. Leadership is fragmented, lacking coherence, and requires significant intervention.
- **Developing:** Superintendent demonstrates growing capacity. They are aware of and model effective practices, though consistency is still being established. Leadership reflects growth and shows potential for greater impact.
- **Effective:** Superintendent consistently implements proven practices, fostering capacity-building, shared leadership, and collective efficacy. Improvement goals are met, and leadership aligns fully with the expectations of each standard.
- **Highly Effective:** Superintendent excels in promoting effective practices not only within their own district but also externally. They are recognized as thought leaders, with their impact extending across broader professional communities and sustained over time.

The definitions coupled with progressions guide goal-setting and help leaders chart a course for continuous improvement, rather than serving as static benchmarks.

How the process works?

- Consultant meets with the board and superintendent
- Superintendent updates resume and evidence
- 360 survey administered
- Themes identified by consultant
- Consultant facilitates meeting with superintendent and school board
- Future goals areas set

**360 survey aligned to standards
or components of board policy**

Insights about the 360 Survey

The survey is anonymous and intended to seek different stakeholders feedback on the performance of the current superintendent from different perspectives. Upon completion of this survey, an outside team from COACHING2TNL will collect and analyze the collective responses and provide a report for the superintendent and school board. The superintendent and school board will then meet to discuss the feedback and their annual evaluation. Through dialogue that includes clarifying questions, reflection, and feedback, both the school board and superintendent will also set goals for the following year.



The Superintendent develops, advocates, and enacts a [shared mission, vision, and core values of high-quality education and academic success and well-being of each student.](#) *

1 2 3 4

Ineffective ○ ○ ○ ○ Highly Effective

Please share any particular strengths or areas of accomplishment for Standard 1.

Your answer

Please share any particular concerns or areas of growth for Standard 1.

Your answer

Superintendent Resume and Supporting Evidence
 Advance for feedback on current **Anamosa Superintendent, Darren Smith.** Provide your feedback no later than **Friday, March 19th.** Before beginning the review the superintendent's resume and supporting evidence to see performance at: www.LiamJohnson.com

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Stakeholders rate each standard and provide feedback on strengths and areas of growth.

Superintendent has the opportunity to share their resume and evidence as part of the 360 Survey process.

Purpose: Ensure stakeholders know what work has been done and sees evidence of work from the current superintendent being evaluated.

Professional Summary

Student-centered with 17 years of school administration experience, serving 9 years as a Superintendent. Core competencies include visionary, leader and high character as well as excellent communication and time management skills. Handles tasks with accuracy and efficiency.

Skills

- Active Listening
- Complex Problem Solving
- Negotiation
- Building and Construction
- Judgment and Decision Making
- Personnel and Human Resources
- Management of Financial Resources
- Speaking

Experience

Superintendent 06/2006 to Present

Dalton Local Schools – Dalton, OH

- Responsible for the entire educational environment grades k-12.
- Passed 6.5 mill levy to construct new pre k-8 school building (5/11).
- Passed 2 PI renewal levies (2007 & 2012).
- Constructed a nearly \$1.5 million Athletic Complex through donations (2011).
- Negotiated 3 certified contracts with Dalton Local Education Association.
- Initiated all day Kindergarten (2007) at cost savings to district.
- Went to grade level buildings versus neighborhood (2006).
- 8 years of Excellent Ratings with 2 years of Distinction.
- National Blue Ribbon High School, Rated Ohio Top 100 (2015).
- Involved District in Ohio Improvement Process (OIP).
- Initiated and installed STEAM grades K-8.

High School Principal 08/2005 to 06/2006

Dalton Local Schools – Dalton, OH

- Only administrator in building responsible for all day to day operations.
- Began transition to Superintendent in Winter.
- Assisted with Central Office decision making.
- Enforced discipline and attendance rules.
- Recruited, hired, trained, and evaluated primary and supplemental staff.
- Determined the scope of educational program offerings, and prepared drafts of course schedules and descriptions to estimate staffing and facility requirements.
- Determined allocations of funds for staff, supplies, materials, and equipment, and authorized purchases.



Sharing YOUR Focus Goals!



1. PICK STANDARDS OR EVALUATIVE COMPONENTS IN POLICY
2. UPDATE YOUR GOALS
3. SHARE WITH STAKEHOLDERS
4. FOCUS YOUR TIME AND RESOURCES
5. REPORT ON FOCUS GOALS

2. Survey Helps Set "Focus Goals"

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- 1. Mission, Vision, and Core Values
 - 2. Ethics and Professional Norms
 - 3. Equity and Cultural Responsiveness
 - 4. Curriculum, Instruction and Assessment
 - 5. Community of Care and Support for Students
 - 6. Professional Capacity of School Personnel
 - 7. Professional Community for Teachers and Staff
 - 8. Meaningful Engagement of Families and Community
 - 9. Operations and Management