

Chapter 3: ADMINISTRATION
Section 1: ADMINISTRATION COUNCIL

Superintendent Evaluation

The Dubuque Community School District is committed to supporting continuous growth for its superintendent, and to providing meaningful evaluation and accountability strategies. The Board of Education will conduct an ongoing process of evaluating the performance of the superintendent, providing feedback and direction related to demonstrated skills, abilities, competence, and continuing professional growth. At a minimum, the board will formally evaluate the superintendent annually.

The process of evaluating the superintendent is an important tool in the improvement effort of the school district. The process is designed to define the board's expectations, enhance communication and a positive working relationship between the board and superintendent, clarify and prioritize district goals, and encourage the superintendent to focus attention on the critical responsibility of improving achievement for all students. The purpose of the evaluation system is professional growth, performance improvement, and accountability to ensure that our district and our schools have the strongest leadership possible.

The evaluation will include an assessment of the superintendent's competence in meeting the Iowa Standards for School Administrators and goals of the superintendent's individual professional development plan and job targets.

Iowa Standards for School Administrators specify that administrators, including the superintendent, are expected to perform as educational leaders who promote the success of all students by

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;

- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
- Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- Acting with integrity, fairness and in an ethical manner;
- Understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

The evaluation process will also include an opportunity for the superintendent and the board to discuss the written criteria, review feedback from staff, students, and parents as appropriate, analyze the performance of the superintendent over the past year, and finalize the professional growth plan and job targets established by the superintendent for the next year.

The evaluation instrument will be completed and signed by both the superintendent and the board president, and filed in the administrator's personnel file.

It is the responsibility of the board president to ensure that the formal evaluation of the superintendent is concluded prior to May 15 annually.

This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities, and competence.

Adopted: January 12, 2009
Reviewed: May 6, 2014

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Superintendent Evaluation — Administrative Guidelines

The Board of Education's formal evaluation of the superintendent will be based upon the following principles:

1. The evaluation criteria will be in writing, clearly stated and mutually agreed upon by the board and superintendent. The criteria will be related to the job description and the school district's goals.
2. At a minimum, the evaluation process will be conducted annually at a time mutually agreed upon.
3. Each board member will have an opportunity to individually evaluate the superintendent. If individual board members so desire, the individual evaluation by each board member will not be reviewed by the superintendent.
4. The board president will develop a written summary of the individual evaluations, including both the strengths and weaknesses, successes and performance concerns, for discussion with the superintendent.
5. The superintendent will conduct a self-evaluation prior to reviewing and discussing the board's evaluation and the board as a whole will discuss its evaluation and the superintendent's self-evaluation with the superintendent.
6. The board may discuss its evaluation of the superintendent in closed session upon a request from the superintendent and if the board determines that its discussion in open session will needlessly and irreparably injure the superintendent's reputation. Board members are encouraged to communicate their criticisms and concerns to the superintendent in the closed session.

7. The final summary evaluation prepared and signed by the board president and signed by the superintendent will be placed in the superintendent's personnel file to be incorporated into the next cycle of evaluations.