<table>
<thead>
<tr>
<th>NOTES about roles and responsibilities</th>
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<tbody>
<tr>
<td><strong>BOARD</strong></td>
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<tr>
<td>Board and superintendent set goals and meet regularly to review.</td>
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<tr>
<td>Board communicates areas of concern to superintendent.</td>
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<tr>
<td>Board evaluation committee gathers information and writes final summative evaluation narrative based on superintendent’s goals and other general information regarding job responsibilities.</td>
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<tr>
<td>Admin meetings need to be agenda driven and purposeful with limits to present.</td>
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<tr>
<td>A full evaluation with final summative narrative annually.</td>
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</table>
### ANNUAL EVALUATION PROCESS
- All evaluations need to be written and signed.
- Use a standard online evaluation tool (Qualtrics).
- Develop appropriate evaluation questions for each position & audience.
- Direct significant experience working with the individual.

### Superintendent (done in March)
- Board Committee
  - **Board**
  - **District office staff**
  - **Administrators**
  - **Teachers**

### Directors of Finance, Operations, and Technology
- Superintendent
  - **Superintendent**
  - **Board**
  - **Principals**
  - **District office staff** (with direct significant experience working with the individual)

### Human Resources Manager
- Superintendent
  - **Superintendent**
  - **Board**
  - **Principals**
  - **District office staff** (with direct significant experience working with the individual)

### Director of Special Education
- Superintendent
  - **Superintendent**
  - **Board**
  - **Principals**
  - **Teachers**
  - **Parents of SPED students**
  - **Principals meet with Superintendent for discussion**

### School Administrators
- Superintendent
  - **Superintendent**
  - **Board**
  - **Principals**
  - **District office staff** (with direct significant experience working with the individual)
  - **Teachers**
  - **Parents**
  - **Students (Academy only)**
  - **Principals meet with Superintendent for discussion**

### Food Service
- Superintendent
  - **Superintendent**
  - **Principals**
  - **Cooks**
  - **Teachers**
  - **Students (Academy only)**

### Teachers/Nurse/Counselors/Other
- Principals/Director of SpEd
  - **Principals** evaluate probationary teachers once in the fall and once in the spring for the first two years; then once a year after the third year.
  - Include multiple teacher observations and clear indication of unsatisfactory, satisfactory or excellent.

### Dean of Students
- RA Principal
  - **RA principal**
  - **Teachers**
  - **RA students**

### Business Office Personnel
- Chief Financial Officer
  - **Chief Financial Officer**
  - **Accounting Specialist**
  - **Payroll Officer/HR**
  - **District office staff** (with direct significant experience working with the individual)

### School Administrative Assistants
- Principal
  - **Principal**
  - **Teachers**
  - **District office staff** (with direct significant experience working with the individual)

### Custodial Staff (custodians, Steve)
- Director of Operations
  - **Director of Operations**
  - **Teachers**
  - **District office staff** (with direct significant experience working with the individual)
People or groups in the bulleted lists in each box are contributors, not evaluators.
Supervision and Evaluation Process for District Administrators

**Beginning of Year**
- Board meets with superintendent to establish goals for board and superintendent
- Superintendent meets with individual administrator to review annual written goals
- Set of common goals established with expected and intended outcomes
- SMART goals (use standardized form)

**Monthly**
- Annual goals and progress reviewed at monthly supervision meetings to ensure measurable progress
- Provide evidence
- Build collaborative portfolio and shared knowledge

**End of Year**
- Annual evaluation occurs

See attached administrator supervision & evaluation process.
• Specific: State exactly what you want to accomplish (Who, What, Where, Why)

• Measurable: How will you demonstrate and evaluate the extent to which the goal has been met?

• Achievable: Stretch and challenging goals within ability to achieve outcome. What is the action-oriented verb?

• Relevant: How does the goal tie into your key responsibilities? How is it aligned to objectives?

• Timely: Set one or more target dates, the "by when" to guide your goal to successful and timely completion (include deadlines, dates and frequency)