

Upper Darby School District
Assistant Superintendent Performance Evaluation Form
Daniel G. Nerelli
2014-15

This evaluation tool uses the below assessment measures as a basis for indicating your impression of the assistant superintendent's performance in the areas of Student Growth and Achievement; Organizational Leadership; District Operations and Financial Management; Communication and Community Relations; Human Resource Management; and Professionalism.

Distinguished	<ul style="list-style-type: none">• Performance is clearly outstanding• Performance is superior, far exceeding expectations• Performance is exceptional on a regular or continuous basis – the superintendent far outperforms relative to minimum expectations
Proficient	<ul style="list-style-type: none">• Adequately performs all functions within the role, meeting or occasionally exceeding expectations• Performance is adequate, meeting or occasionally exceeding standards or expectations generally associated with performance
Needs Improvement	<ul style="list-style-type: none">• Periodically fails to meet expectations associated with assigned tasks, targeted goals, or professional competencies• Performance is less than adequate on a periodic or frequent basis – the superintendent may be developing within the position, but needs to improve to be considered proficient
Failing	<ul style="list-style-type: none">• Performance is below acceptable levels• Fails to meet most expectations associated with the role of superintendent – substantial professional improvement is needed before the superintendent can be considered proficient in the role

The assistant superintendent is evaluated on each of six *Objective Performance Standards*. *Objective Performance Standards* should be included in the assistant superintendent's contract, and are the basis for the overall performance rating made available to the public at the completion of the performance review. Below each *Objective Performance Standard* are several customizable *Key Performance Indicators* that may help board members and the Board to assess overall performance in each *Standard*. Boards are encouraged at the beginning of the evaluation cycle to discuss each *Objective Performance Standard* to determine if and what changes should be made to the *Key Performance Indicators* so that they remain representative of the collective expectations of the Board.

Assistant Superintendent's Name

Evaluator's Name

School Year

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Using the ratings described above, place an "X" in the appropriate box indicating the assistant superintendent's performance in each area.

<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Student Growth and Achievement</p> <p><i>Assistant Superintendent uses multiple data sources to assess student success and growth as appropriate, specific to needs within the district and as determined annually in collaboration with the board of school directors. Annual or other district performance objectives are articulated and clearly achieved under the direction of the superintendent relative to PSSA, PVAAS, and other locally determined measures.</i></p> <p><u>Key Performance Indicators</u></p>				
Recommends the employment of applicants who will make a difference in the academic performance of students.				
Focuses on school improvement through the applicant interview and hiring process.				
Is aware of the district's curricular and instructional strategies and needs and the overall ways that the functions of the human resources office support instruction.				
Works cooperatively with principals and staff to define personnel needs to select applicants who will best implement goals of the instructional programs.				
Focuses the personnel divisions operation of the district towards the accomplishment of the district's mission and attainment of district stated goals and objectives.				

How would you classify the assistant superintendent's overall performance in the area of Student Growth and Achievement?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>				
<p>Organizational Leadership –</p> <p><i>Assistant Superintendent has worked collaboratively with the Board to develop a vision for the district, displays an ability to identify and rectify problems affecting the district, works collaboratively with district administration to ensure best practices for instruction, supervision, curriculum development, and management are being utilized, and works to influence the climate and culture of the district.</i></p>	Distinguished	Proficient	Needs Improvement	Failing
<u>Key Performance Indicators</u>				
Promotes and supports district goals as they apply to instructional improvement.				
Demonstrates high expectations and high regard for supervised staff.				
Uses practices that promote goal directed behavior				
Demonstrates openness to staff suggestions for improving office effectiveness.				
Fosters collegiality and team building among staff and encourages their active involvement in decision-making.				
Provides a positive, caring environment.				
Works harmoniously with all administrators and teaching personnel.				

How would you classify the assistant superintendent's overall performance in the area of Organizational Leadership?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>District Operations and Financial Management</p> <p><i>Assistant Superintendent manages effectively, ensuring completion of activities associated with the annual budget; overseeing distribution of resources in support of district priorities; and directing overall operational activities within the district.</i></p> <p><u>Key Performance Indicators</u></p>				
Is prompt and thorough in completing assignments and attending to details accurately and efficiently.				
Is responsible for the implementation of policies established by federal and/or state law, state board of education rules, and the local board policy.				
Assists with the recommendation regarding employee salaries				
Is responsible for the personnel budget and allocation of funds.				

How would you classify the assistant superintendent's overall performance in the area of District Operations and Financial Management?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Communication and Community Relations</p> <p><i>Assistant Superintendent communicates with and effectively engages the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and short/long-range plans.</i></p>				
<u>Key Performance Indicators</u>				
Articulates the school's mission to the community and solicits their support in making the mission become a reality.				
Demonstrates awareness of school/community needs and initiates activities to meet identified needs.				
Emphasizes and nurtures two-way communication between the school and the community.				
Projects a positive image to the community.				

How would you classify the assistant superintendent's overall performance in the area of Communication and Community Relations?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Human Resource Management</p> <p><i>Assistant Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.</i></p> <p><u>Key Performance Indicators</u></p>				
Effectively works with the board to develop and monitor district policy and administrative regulations related to Human Resource Management				
Appropriately manages district staff, assigning functions, delegating effectively, and determining accountability as necessary				
Ensures timely completion of all district wide staff evaluations				
Ensures alignment of superintendent evaluation goals with that of key personnel				
Institutes sound employee relations programs to improve relationships between and among all staff members				
Effectively monitors all aspects of the collective bargaining agreement(s) in the district				

How would you classify the assistant superintendent's overall performance in the area of Human Resource Management?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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<u>Objective Performance Standard</u>	Distinguished	Proficient	Needs Improvement	Failing
<p>Professionalism</p> <p><i>Assistant Superintendent models professional decision-making processes and ethical standards consistent with the values of Pennsylvania's public education system as well as that of the local community. Superintendent additionally works to individually reflect upon her/his effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.</i></p> <p><u>Key Performance Indicators</u></p>				
Demonstrates recognition and understanding of public education's role in promoting civic responsibility				
Performs all duties in a manner consistent with the values and expectations of the board and community at large				
Supports a standards-based approach to governance, leadership, and instruction throughout the district				
Encourages an inclusive and respectful environment that aligns with the organization's execution of the district's vision, mission, and strategic goals.				
Demonstrates ethical and personal integrity consistent with expectations associated with the role of superintendent				
Maintains the confidence and trust of school professionals and the community				
Continuously monitors effectiveness within the role of the assistant superintendent, seeking out and participating in professional development activities in alignment with areas identified for improvement by the board and through self reflection				

How would you classify the assistant superintendent's overall performance in the area of Professionalism?

Distinguished	Proficient	Needs Improvement	Failing
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Comments: _____

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Formative Assessment

Based on your perceptions of the assistant superintendent's performance noted above:

What are the assistant superintendent's major strengths?

1. _____
2. _____
3. _____

In what areas do you see a need for improvement?

1. _____
2. _____
3. _____

What resources should be made available in order to support improvement strategies, or what steps should the assistant superintendent take in order to improve performance in areas identified for improvement?

1. _____
2. _____
3. _____

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Annual Goals _____

This form provides the assistant superintendent with an opportunity to update the Board on the status of annual performance goals. Annual performance goals should be mutually determined at the beginning of the evaluation cycle by the assistant superintendent/superintendent team. Annual performance goals may support personal professional development for the assistant superintendent, or may be derived from the long and short term priorities and needs within the district.

Status of Annual Goals for School Year _____

Goal

Status/Results

<u>Goal</u>	<u>Status/Results</u>

How would you rate the assistant superintendent's performance in achieving desired annual goals for the district?

Distinguished	Proficient	Needs Improvement	Failing
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