

**BRISTOL VIRGINIA PUBLIC SCHOOLS**

**ANNUAL SELF AND RECIPROCAL  
PERFORMANCE APPRAISAL**

**BOARD OF EDUCATION/SUPERINTENDENT/ADMINISTRATIVE CABINET**

Although public interest in the varying outcomes of our educational program has increased greatly in recent years and much attention has been given to the development of student, teacher, and administrator performance assessment, comparatively little effort has been given to the development of effective procedures for objectively evaluating the performance of boards of education, superintendents, and their chief assistants. Annual evaluation of internal relationships can cause clarification of roles, extend the understandings and expectations of the educational community, and cause respect for the contribution each member makes to the total effort. Much of the responsibility to one another involves maintaining and improving the quality of governance and administration in our system. One of the primary motives of any evaluation system must be toward improved effectiveness. Evaluation is a constructive tool aimed at one goal: the best possible school program. The results of the self and reciprocal evaluations followed by appropriate discussion and the development of annual goals can be used as our guide for future change and improvement. We hope the process will aid in the further development of our skills and abilities in working with students, teachers, parents, and administrators.

With the above introduction in mind, the instrument which follows, when used in a self and reciprocal fashion, should provide sufficient insight for each member of the Board/Superintendent/Cabinet team to reflect on individual and group performance. The first section of the document is arranged to provide evaluative data on the performance of the Superintendent as perceived by all members of the team. The second section is designed to provide similar data on the performance of the Board acting as a body. The third section relates to the Administrative Cabinet acting as a body in its relationship to their various duties and to the program as a whole. And, finally, the document concludes with open-ended sections to aid in identifying district problems, accomplishments and goals.

The materials and input from the following in preparation of this document are acknowledged: Educational Research Services, Inc., Arlington, Virginia; Iowa State Department of Education; California School Board Association; Pasadena Independent School District of Texas; Metropolitan School District of Perry Township, Indianapolis, Indiana; and the Darlington County School District of South Carolina.

**Instructions to Evaluator**

Please circle one number after each of the items in Parts I, II, and III. The numbering scale is designed to be utilized from low to high, one being lowest; five, the highest. A second key to the scale is designed as one being “no,” five being “yes,” with gradients between. A third scale can be viewed as: (1) performance is not acceptable; (2) specific action to improve should be undertaken; (3) indicates a satisfactory job; (4) between excellent and satisfactory; and (5) the quality is perceived as “excellent.”

**PART I – EVALUATION OF SUPERINTENDENT**

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|----|--|---|---|---|---|---|
| 1. | Attends and participates in all regular and special meetings of the Board of Education, except when own employment, efficiency, contract or salary is under consideration. | 1 | 2 | 3 | 4 | 5 |
| 2. | Deep-seated belief that the public schools are operated for the benefit of children and not for special interest groups.   | 1 | 2 | 3 | 4 | 5 |
| 3. | Supervises, either directly or through delegation all activities of the district according to the policies of the Board.   | 1 | 2 | 3 | 4 | 5 |
| 4. | Coordinates the work of administrative staff members, provides counsel and motivation, and fosters an esprit de corps.   | 1 | 2 | 3 | 4 | 5 |
| 5. | Is forward looking and progressive in attitude and action.   | 1 | 2 | 3 | 4 | 5 |
| 6. | Relates and clarifies the purposes and needs of the district to Board, staff, students, and public.  | 1 | 2 | 3 | 4 | 5 |
| 7. | Acts on own discretion if action is necessary in any matter not covered by board policy and reports such action to the Board as soon as practicable.                       | 1 | 2 | 3 | 4 | 5 |

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| 8.  | Performs necessary administrative duties in a fair and reasonable way.  | 1 | 2 | 3 | 4 | 5 |
| 9.  | Presents a positive image of the schools to the public.   | 1 | 2 | 3 | 4 | 5 |
| 10. | Informs and advises the Board about the programs, practices, and problems of the schools, and keeps the Board informed of the activities operating under the Board's authority. | 1 | 2 | 3 | 4 | 5 |
| 11. | Aggressive about upgrading the school system.   | 1 | 2 | 3 | 4 | 5 |
| 12. | Places before the Board, in a timely manner, such necessary and helpful facts, information, and reports as are needed to insure the making of informed decisions.               | 1 | 2 | 3 | 4 | 5 |
| 13. | Recommends for appointment, election, or employment all employees and assigns, transfers, and recommends for dismissal any and all employees of the Board.                      | 1 | 2 | 3 | 4 | 5 |
| 14. | Defines the duties of all personnel, subject to the approval of the Board.  | 1 | 2 | 3 | 4 | 5 |
| 15. | Remains calm and poised in difficult situations.  | 1 | 2 | 3 | 4 | 5 |
| 16. | Makes himself/herself readily accessible to school employees, various community groups, parents, and others to interpret school programs and needs.                             | 1 | 2 | 3 | 4 | 5 |
| 17. | Evaluates direct assistants and shares reports with the Board.  | 1 | 2 | 3 | 4 | 5 |
| 18. | Has the ability and courage to give constructive criticism in a friendly, firm, and positive way.   | 1 | 2 | 3 | 4 | 5 |

19.	Communicates to all employees, directly or through delegation, all actions of the Board relating to personnel matters.	1	2	3	4	5
20.	Conducts a periodic audit of the total school program, and advises the Board on recommendations for the educational advancement of the schools.	1	2	3	4	5
21.	Conducts meetings effectively.	1	2	3	4	5
22.	Recommends to the Board, for its adoption, all courses of study, curriculum guides, and major changes in texts and time schedules to be used in the schools.	1	2	3	4	5
23.	Studies and revises, together with the staff, all curriculum guides and courses of study, on a continuing basis.	1	2	3	4	5
24.	Keeps informed of modern educational thought and practices by advanced study, by visiting school systems elsewhere, by attending educational conferences, and by other appropriate means, and keeps the Board informed of trends in education.	1	2	3	4	5
25.	Provides for participation of teachers, principals and other staff members in the preparation of the budget.	1	2	3	4	5
26.	Provides for and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.	1	2	3	4	5
27.	Represents the schools before the public, and provides, through cooperative leadership, a program of publicity and public relations as may keep the public informed as to the activities, needs, and successes of the schools.	1	2	3	4	5

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| 28. | Keeps the public informed about modern educational practices, educational trends, and the policies, practices, and problems in the district's schools. | 1 | 2 | 3 | 4 | 5 |
| 29. | Provides suitable instructions and regulations to govern the use and care of school properties for school purposes.                                    | 1 | 2 | 3 | 4 | 5 |
| 30. | Files, or causes to be filed, all reports required by the state and the school code.   | 1 | 2 | 3 | 4 | 5 |
| 31. | Has ability to lead and to shoulder responsibility.  | 1 | 2 | 3 | 4 | 5 |
| 32. | Has ability to speak and write acceptably.   | 1 | 2 | 3 | 4 | 5 |
| 33. | Has ability to make decisions promptly.  | 1 | 2 | 3 | 4 | 5 |
| 34. | Has good judgment, common sense, and perception.   | 1 | 2 | 3 | 4 | 5 |
| 35. | Is able to face controversy, to remain true to convictions, and to live with a high-pressure job.  | 1 | 2 | 3 | 4 | 5 |

**PART II – EVALUATION OF BOARD OF EDUCATION**

1.	Adopts written policies for the guidance of the superintendent and cabinet in the operation of the schools.	1	2	3	4	5
2.	Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent and cabinet.	1	2	3	4	5
3.	Requests information from staff members, by action or consensus, with the knowledge of the superintendent or appropriate cabinet member.	1	2	3	4	5
4.	Provides a climate of mutual respect and trust, offering commendation whenever earned, and constructive criticism when necessary.	1	2	3	4	5
5.	Matters tending to alienate either board members or superintendent are discussed immediately rather than being permitted to fester and deteriorate.	1	2	3	4	5
6.	Provides opportunity and encouragement for professional growth of the superintendent and cabinet.	1	2	3	4	5
7.	Actively fosters cooperation with various news media for the dissemination of information about the school system.	1	2	3	4	5
8.	Participates actively in community affairs.	1	2	3	4	5
9.	Channels all concerns, complaints, and criticism of the school system received from the public, through the superintendent or appropriate cabinet member for action.	1	2	3	4	5

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| 10. | Protects the superintendent and cabinet from unjust criticism and the efforts of vocal special-interest groups.   | 1 | 2 | 3 | 4 | 5 |
| 11. | An individual board member does not commit to a position for the Board in public unless board policy is established.  | 1 | 2 | 3 | 4 | 5 |
| 12. | Is aware of community attitudes and special-interest groups which seek to influence the district's program.   | 1 | 2 | 3 | 4 | 5 |
| 13. | Takes leadership in developing a community-wide effort to persuade its most capable members to file for candidacy for the Board of Education.                               | 1 | 2 | 3 | 4 | 5 |
| 14. | Has established written procedures for conducting meetings.   | 1 | 2 | 3 | 4 | 5 |
| 15. | Definitive action is withheld until asking if there is a staff recommendation and what it is.   | 1 | 2 | 3 | 4 | 5 |
| 16. | Each member makes a special effort to be informed on all agenda items prior to a meeting.   | 1 | 2 | 3 | 4 | 5 |
| 17. | Develops sound personnel policies, involving the staff when appropriate.  | 1 | 2 | 3 | 4 | 5 |
| 18. | Authorizes the employment or dismissal of staff members upon the recommendation of the superintendent.  | 1 | 2 | 3 | 4 | 5 |
| 19. | Makes provision for the complaints of employees to be heard.  | 1 | 2 | 3 | 4 | 5 |
| 20. | Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements. | 1 | 2 | 3 | 4 | 5 |

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| 21. | Resists the efforts of special-interest groups to influence the instructional program if the effect would be detrimental to the students. | 1 | 2 | 3 | 4 | 5 |
| 22. | Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.         | 1 | 2 | 3 | 4 | 5 |
| 23. | Weighs all decisions in terms of what is best for the students.   | 1 | 2 | 3 | 4 | 5 |
| 24. | Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.               | 1 | 2 | 3 | 4 | 5 |
| 25. | Takes leadership in suggesting and securing community support for additional financing when necessary.                                    | 1 | 2 | 3 | 4 | 5 |
| 26. | Establishes written policies which will insure efficient administration.  | 1 | 2 | 3 | 4 | 5 |
| 27. | Individual members of the Board treat other members of the Board and professional staff with respect during Board meetings.               | 1 | 2 | 3 | 4 | 5 |
| 28. | Difference of opinion influencing board members' votes are based on the issues at hand and not on a personality basis.                    | 1 | 2 | 3 | 4 | 5 |
| 29. | Board members maintain personal friendships with personnel without allowing them to affect overall Board decisions.                       | 1 | 2 | 3 | 4 | 5 |
| 30. | The Board provides justified funding to maintain a quality educational program within legal restrictions.                                 | 1 | 2 | 3 | 4 | 5 |
| 31. | Clearly interprets its position on controversial matters pertaining to the school district.   | 1 | 2 | 3 | 4 | 5 |
| 32. | The board keeps the community informed about the financial needs of the school district.  | 1 | 2 | 3 | 4 | 5 |



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| 33. | Has a deep sense of loyalty to associates and respect for group decisions cooperatively reached. | 1 | 2 | 3 | 4 | 5 |
| 34. | Has a respect for, and interest in, people and has the ability to get along with them.           | 1 | 2 | 3 | 4 | 5 |
| 35. | Has a willingness to work through defined channels of authority and responsibility.              | 1 | 2 | 3 | 4 | 5 |

**PART III – EVALUATION OF ADMINISTRATIVE CABINET**

1.	Total cabinet works well together.	1	2	3	4	5
2.	Each member of total cabinet has interest in total district concerns.	1	2	3	4	5
3.	Each member is genuinely concerned about instructional matters.	1	2	3	4	5
4.	Cabinet morale is high.	1	2	3	4	5
5.	Total cabinet effectiveness is strong.	1	2	3	4	5
6.	Total cabinet is involved fully in decisions.	1	2	3	4	5
7.	Total cabinet keeps well informed on school developments.	1	2	3	4	5
8.	Cabinet members have satisfactory expertise in their areas.	1	2	3	4	5
9.	Each cabinet member is responsive to concerns of other members.	1	2	3	4	5
10.	Central office members (all) work well together in support of cabinet.	1	2	3	4	5
11.	Central office members (all) have a positive image in the district.	1	2	3	4	5
12.	Each cabinet member is loyal to the system, the Board, and to each other.	1	2	3	4	5
13.	The Management Team concept seems to be working well.	1	2	3	4	5
14.	I, individually, feel the cabinet totally rates:	1	2	3	4	5
15.	I, individually, feel our central office members, as a group, rate:	1	2	3	4	5

**PART IV – GENERAL STATEMENTS**

1. What processes do you like most about our District? (retain and/or strengthen)
  - A.
  - B.
  
2. What processes do you dislike most about our District? (eliminate and/or minimize)
  - A.
  - B.
  
3. Specific goal suggestions for next year:
  - A.
  - B.
  - C.
  - D.

**Adopted: by the Bristol Virginia School Board on September 18, 1995.**