



Educ

2023

Board of Education Evaluation of the Superintendent



New York State Council of School Superintendents
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Introduction

The board's evaluation of the superintendent is one of its most important functions. It's also mandated by law (8 NYCRR 100.2(o)(2) requires an evaluation on an annual basis). The evaluation is the instrument through which the board judges the superintendent, how (s)he is performing, whether its goals for the district are being achieved and what needs to be done if they are not. The evaluation often forms the foundation for remuneration changes in the future. As importantly, past evaluations are something the superintendent may rely on both internally and externally as evidence of excellent performance should board goals or compositions change dramatically.

Despite this importance, many districts have evaluation processes that are afterthoughts, insubstantial or mere compliance exercises. At best, these are an opportunity lost, at worst, they can jeopardize the superintendent.

A strong evaluation format can:

- Focus the district on goals and priorities;
- Lead to transparent measures of performance and reasonable targets to meet;
- Surface tensions or issues;
- Serve as a record of strong performance over time;
- Clarify areas where the board-superintendent relationship can be improved.

A weak evaluation format can:

- Overweight management considerations at the expense of broad, ambitious goals;
- Serve as a platform to magnify the minority opinions of single board members;
- Devolve into *ad hoc* expressions of a recent frustration;
- Fail to record a superintendent's successes for future reference.

Given the importance and consequences, what keeps superintendents and boards from adopting excellent evaluations?

- They take time to plan – the best evaluations start with goals and measures determined and developed at the beginning of the year;
- They narrow focus – which sometimes worries board members that they can't raise any new concerns later;
- They are by their nature evaluative – which makes superintendents wary of elaborate exercises that lengthen the list of "ways to fail";
- CEO evaluation is unfamiliar territory – even the savviest board member rarely has training or experience evaluating high-level leaders of large, complex organizations.

THE COUNCIL'S *Model Superintendent Evaluation* helps boards and superintendents to develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy. It is by no means the only model, just a suggestion.

Implementation

THE COUNCIL'S *Model Superintendent Evaluation* aims to serve as a basis to steer conversations with boards of education to perform their evaluation role effectively and in a way that can be directly linked to student achievement.

The *Model* was built on a common set of leadership requirements that typically appear in superintendent evaluations and ties them to the professional standards established by the American Association of School Administrators (AASA) developed jointly with the National School Boards Association (NSBA).

The superintendent's goals should always be – as they are here - a major focus of the annual performance evaluation. The goals should be mutually developed by the superintendent and the board of education and should be realistic for the superintendent and the staff to achieve. THE COUNCIL suggests a maximum of five goals.

In addition to these goals, the eight standards developed by AASA and NSBA describe the fundamental job requirements which should be addressed by superintendents during the evaluation process. For each professional standard, AASA has identified suggested performance indicators which describe evidence of attainment of the standard. These standards are an integral part of the process the superintendent uses to achieve personal and organizational goals.

The evaluation is also a tool for the superintendent to create and maintain a solid leadership team with the board members. A well designed evaluation process is the number one factor in building and sustaining a board-superintendent relationship.

The evaluation process gives the board governance team and the superintendent an opportunity to reach detailed agreement on the leadership targets for the upcoming year. The board's assessment of the current year performance will also bring to the surface issues that may need serious attention by the superintendent in the upcoming year. Expand the evaluation process to open up a dialogue to deal openly with issues and form a cohesive relationship.

“FOIL” ability

There are three basic parts to a superintendent's evaluation:

- (1) a description of the job duties, or goals to be achieved by the superintendent,
- (2) a subjective analysis, or opinion as to how well the superintendent met the standards and goals, and
- (3) a final rating of “good”, “excellent”, “satisfactory”, etc.

Each section of the evaluation is subject to different levels of disclosure under the Freedom of Information Law (FOIL).

Section	FOIL-able?	Rationale
(1) a description of the job duties, or goals to be achieved by the superintendent	YES	Disclosure of goals has been deemed to be a permissible rather than an unwarranted invasion of a superintendent's personal privacy, because goals are relevant to the performance of the official duties which relate to the position of the superintendent, and not to the individual. ¹
(2) a subjective analysis, or opinion as to how well the superintendent has met the standards and goals	NO	The second component, which involves a reviewer's subjective opinion can be withheld, as an unwarranted invasion of personal privacy, and on the grounds that a subjective comment constitutes an opinion concerning performance.
(3) a final rating of "good", "excellent", "satisfactory", etc.	YES	The final summative rating of the superintendent can also be disclosed because it constitutes a final agency determination which makes the final rating available pursuant to a FOIL request. Remember, if a superintendent's salary increase, or merit pay is based on performance, the evaluation is subject to FOIL.

Therefore, individual scores from individual board members are not "final agency determinations" and are therefore not subject to FOIL. By contrast, any summative number or summative comments approved by the entire board would constitute a final agency determination, they are subject to FOIL.

As you review the attached, do not be put off by the size of this document. There is a great deal of white space dedicated for writing. THE COUNCIL purposely created this document as one which could be readily adopted by a district with few changes. In doing that we dedicated space for writing comments, goals, etc. as described. Whether a district's final evaluative instrument is as lengthy as this ends up being a district specific decision. Consider this format and determine what will work best for you.

In addition, THE COUNCIL has available several other sample evaluations (available upon request in Adobe PDF™ format) ranging in size and complexity from 2 to 15 pages.

For more information, please contact Michele V. Handzel, General Counsel, New York State Council of School Superintendents at (518) 449-1063, or by email: Michele@nyscoss.org

¹ See generally Ops. NYS Committee on Open Government 8126 (1994), 8664 (1995), 8763 (1995). Available at: http://www.dos.state.ny.us/coog/foil_listing/findex.html

Board Member Worksheet

Instructions

1. Attached are forms to be completed by each individual board member rating the superintendent's Goals and each of the eight Performance Standards. Each board member should rate all Goals and Performance standards. Once each board member completes an individual evaluation of the superintendent, the board president should tally the results and present the evaluation to the superintendent. (N.B. – The board should speak in one voice to minimize the effect of a sole rating that is not consistent with the majority of the votes cast).
2. Each Performance Standard has performance indicators listed below it. These performance indicators suggest objective measures to consider when choosing overall rating selected for that Performance Standard. Do not rate each performance indicator separately. The only rating is for the overall Performance Standard, and for each of the Superintendent's Goals.
3. Comments supporting your rating will be helpful in providing back-up during the board discussion to prepare a summary evaluation form.
4. The individual board member's forms should be returned to the board chair or designated board member for compilation.

Part 1: Superintendent's Goals

These goals reflect a shared decision and commitment by the superintendent-board team to pursue actions and resources for continued improvement of the school district's operations and outcomes. The following materials reflect the goals agreed to by the superintendent and board at the beginning of the year.

For each goal, individual Board members will rate the performance of the superintendent on meeting the goal and make comments supporting the rating.

CONSENSUS RATING: 3.29
GOALS : 3.30
STANDARDS: 3.28

Goal 1: The Superintendent will monitor, evaluate, and effectively communicate with the Board and Community progress toward all DCIP/ARP Funding Commitments

2022-2023 Goals within ARP

- Continued support of goals achieved in 2021-2022 and focus on 2023-2024 terminal year of funding goals
- 2022-2023 Specific Goals
- All students will have a Chromebook and staff will be trained in the use of instructional technology
- Implement the plan adopted in September 2021 to address all HVAC needs, including the installation of air conditioning in all schools.

Goal Performance Rating (Circle)

4	EXCEEDING STANDARDS
3	MEETING STANDARDS
2	WORKING TOWARD STANDARDS
1	NOT MEETING STANDARDS

CONSENSUS RATING: 2.89

Comments:

Dr. Padalino has overseen evaluation and funding to implement the HVAC plan. His leadership resulted in a successful Capital Improvement Referendum which will address needs throughout the district.

The 1:1 Chromebook initiative has been realized regarding the delivery of Chromebooks throughout the district.

Dr. Padalino maintained staffing positions created with ARP funds in the 2023-2024 Budget.

Going forward, it will be important to focus on monitoring and evaluating progress toward DCIP/ARP funding commitments, in particular the adoption of curriculum, progress towards commitment outcomes, and Professional Development to support new curriculum delivery and the use of technology.

Goal 2: By September 2022, provide the Board of Education with quarterly updates on student data and academic performance, in collaboration with the Board Teaching & Learning Committee (Board Presentations – TBD through agenda setting)

Goal Performance Rating (Circle)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.17

Comments:

Dr. Padalino's Administrative Cabinet has provided quarterly updates. Reporting is complicated by a switch to a new platform and many new program initiatives. It would be helpful to find a more consistent and accurate way to measure students' functioning and growth, and the most effective way to report the data. It will be important to closely evaluate the results of these new programs to understand what changes are most effective. Comprehensive Board of Education presentations will enhance the understanding and connection to the data for the board.

Goal 3: By January 2023, present Board of Education with final plan to move forward with the implementation of the Five-year Capital Facilities Plan, inclusive of recommendation of date for public referendum (January 25 Board Meeting – Presentation)

Goal Performance Rating_(Circle)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 4

Comments:

Dr. Padalino, in collaboration with the Facilities Committee, presented to the Board of Education and the public the Capital Improvement Plan. His plan and communication of it led to voter approval of the \$162 million Plan in May 2023.

Goal 4: By February 2023 and May 2023, the Superintendent will provide the Board with a report on the progress of the District Communications Plan (February 15 and May 17 – Presentation)

Goal Performance Rating (Circle)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 2.52

Comments:

Dr. Padalino has regularly reported to the BOE on his ongoing efforts to utilize the support of the BOCES Communication Team put in place this year. Communication continues to be a challenging aspect of governance and leadership. Too often communications are reactive, not proactive.

The website continues to need improvement.

Goal 5: By April 2023, the Superintendent will present to the Board a fiscally responsible, comprehensive, equity based, balanced budget (April 18 Board Meeting – Presentation)

Goal Performance Rating (Circle)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.91

Comments:

Dr. Padalino is highly effective in working with Mrs. Carbon and the business office to present a thoughtful budget. He is always able to provide the necessary background information to clarify decisions. This year's presentation was excellent!

A consistent strength of Dr. Padalino's is his ability to meet the fiscal needs and responsibilities of the district and our community. His efforts are particularly notable over the past year given the demands of formulating the budget and capital plan in the midst of considerable shifts in personnel in the business office.

Goal 6: By June 2023, the Superintendent will provide the Board with a feasibility report for the redistricting of school attendance zones (June 7 Board Meeting – Written Report)

Goal Performance Rating (Circle)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING:

Comments:

This goal is postponed until next year.

Part 2: Performance Standards

Each Board member will evaluate the superintendent on each of the eight performance standards. These evaluations should be based on the superintendent's performance in achieving goals and also the superintendent's overall leadership of the school district. Please note the superintendent's reference to these performance standards in his/her self-evaluation of superintendent's goals.

Each Performance Standard has performance indicators listed below it. These performance indicators suggest objective measures to consider when choosing the overall level selected for that Performance Standard. Do not rate each performance indicator separately. The only rating is for the overall Performance Standard. Comments supporting your rating will be helpful in providing back-up during the board discussion to prepare a summary evaluation form.

Standard 1: Leadership and District Culture

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences. Other titles that fit within this standard include: Educational Direction and Leadership

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

Standard 1 – Leadership and District Culture

- 1.1 Facilitate a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promote academic rigor that focuses on learning and excellence for schools
- 1.3 Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision
- 1.4 Promote understanding and celebrating school/community cultures
- 1.5 Promote and expect a school based climate of tolerance, acceptance and civility
- 1.6 Develop, implement, promote and monitor continuous improvement processes
- 1.7 Develop administrative procedures for implementing Board policy and enforcing all policies, laws, rules and regulations
- 1.8 Participate actively in the development of a management team
- 1.9 Assume responsibility for own professional growth and development, for keeping current with literature and new research findings and for attending appropriate professional meetings at the local, state and national level

The Superintendent's performance for this standard is: (Circle)

- | | |
|---|--------------------------|
| 4 | EXCEEDING STANDARDS |
| 3 | MEETING STANDARDS |
| 2 | WORKING TOWARD STANDARDS |
| 1 | NOT MEETING STANDARDS |

CONSENSUS RATING: 3.20

Comments:

Dr. Padalino has supported student achievement and equity at all levels. Resources are allocated to address the DEI and culturally responsive goals.

He puts great faith in his administrative team and would benefit from more direct feedback from multiple sources, including faculty and staff.

Standard 2: Policy and Governance

This standard involves working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 2.1 Understand and articulate the system of public school governance and differentiate between policy making and administrative roles
- 2.2 Establish procedures for superintendent/board interpersonal and working relationships
- 2.3 Attend Board meetings and participate in regular and special meetings of the Board and executive meetings of the Board
- 2.4 Prepare the Board agenda, in coordination with the Board President, which sets forth all known items of business to be conducted at the next Board meeting
- 2.5 Advises the Board on the need for new and/or revised policies and sees that all policies of the Board are implemented
- 2.6 Acts on own discretion if any action is necessary on any matter not covered by Board policy and reports such action to the Board as soon as practicable
- 2.7 Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools
- 2.8 Use legal counsel in governance and procedures to avoid civil and criminal liabilities

The Superintendent's performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.83

Comments:

Dr. Padalino's knowledge of governance, policy, and finance are strengths and assets to the district. His participation in the Policy committee is highly active, providing guidance to the revision process. The Board meeting agendas are prepared in collaboration with Board officers. His affiliation with state-wide councils of superintendents and law makers ensures that the KCSD is up to date on regulations and legislative changes.

Standard 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

3.1 Board Communications:

- a. Inform the Board with timely communications
- b. Respond to concerns and needs of the entire Board and individual members
- c. Deals fairly with all Board members
- d. Keep the Board informed on issues, needs and operation of the school system by providing required reports to the Board, as well as other reports and presentations which will be beneficial to the Board in carrying out its responsibilities
- e. Seeks and accepts constructive criticism of his/her work

The Superintendent's performance for this standard is: *(Circle One)*

- | | |
|---|--------------------------|
| 4 | EXCEEDING STANDARDS |
| 3 | MEETING STANDARDS |
| 2 | WORKING TOWARD STANDARDS |
| 1 | NOT MEETING STANDARDS |

CONSENSUS RATING: 3.0

Comments:

Dr. Padalino communicates effectively with the Board. The Board is informed about urgent district issues in a timely and appropriate manner. Follow-up communication regarding pertinent matters is inconsistent.

The Superintendent is open to Board questions and opinions. Proactive and open lines of communication will be helpful.

- 3.2 Community Relations:
- a. Keep the public informed about educational practices, trends, policies and problems in the district's school
 - b. Represent the district in its dealings with other school systems, institutions, agencies, community organizations, and the general public
 - c. Develop formal and informal techniques to gain external perceptions of district
 - d. Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)
 - e. Promote involvement of all stakeholders to fully participate in the process of schooling by soliciting and giving attention to concerns and opinions of groups and individuals
 - f. Establish effective school/community relations, school/business partnerships and public service
 - g. Understand the role of media in shaping and forming opinions as well as develop a cooperative relationship with the media

The Superintendent's performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 2.75

Comments:

The re-establishment of the parent group, the use of thought exchange for the principal search, and the climate survey are some positive elements that have been introduced by Dr. Padalino.

Dr. Padalino's relationship with and ability to interact with local officials on behalf of the district is professional and well respected. His leadership has led to numerous outside organizations seeking to engage with our school district, like Brothers of Bard.

Communication with families and the community still needs improvement.

- 3.3 Staff/Student Communications:
- a. Involve staff in goal setting and decision making and generate confidence of staff in decision making approaches and results
 - b. Meets and confers with the leaders of all employee units, representing the interests of the board.
 - c. Encourages high personal expectations in the performance of all personnel and students
 - d. Encourages participation of appropriate staff members and groups in planning procedures and policy interpretation
 - e. Interprets for the staff and students all Board policies and all state and federal laws and regulations relevant to education
 - f. Confer periodically with student groups about the school district instructional programs and transmit to the Board suggestions gained from such conferences

The Superintendent's performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.34

Comments:

Examples of ways Dr. Padalino has been effective include:

School Improvement protocols involve administrators, staff, and parents.

Students and Staff are asked to participate in climate surveys.

Emergency and important matters are communicated to the school community as needed.

Student voices are encouraged when developing policy and procedures (dress code).

Good working relationships with leadership of collective bargaining units.

Through the DEI department, he has enhanced communication with students.

Standard 4: Organizational Management

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 4.1 Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring
- 4.2 Supervises preparation and presentation of the annual budget to the Board in accordance with a schedule established by the Board
- 4.3 Direct the establishment (i.e. through the Business Official) of efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget
- 4.4 Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs
- 4.5 Evaluate plant needs and make recommendations regarding improvements, alterations, and changes in the buildings and equipment of the district
- 4.6 Make recommendations with reference to the location and size of school sites and of additions to existing sites
- 4.7 Recommend to the Board sales of all property no longer required by the district
- 4.8 Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues
- 4.9 Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The Superintendent's performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.72

Comments:

Dr. Padalino has a keen interest and knowledge of all matters related to school finances and district management, and actively participates in the budgeting process. He supports the advancement of the use of technology for instructional and non-instructional purposes (student management system).

In collaboration with the facilities committee, he developed and presented the capital improvement plan which was passed by voters in May 2023.

The appointment of a Deputy Superintendent for 2023-2024 enhances the management of day-to-day operations of the district.
Dr. Padalino has always prioritized the safety of students and continues to do so.

Standard 5: Curriculum Planning Development

This standard tests the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develop core curriculum design and delivery system based on content and assessment standards and best practices
- 5.2 Establish curriculum planning to anticipate occupational trends and school-to-career needs
- 5.3 Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assess student progress using a variety of appropriate techniques
- 5.6 Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment
- 5.7 Recommend to the Board for its adoption all courses of study, curriculum guides and major changes in text and time schedules to be used in the district's schools

The Superintendent's performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3.25

Comments:

Dr. Padalino has supported the administrative team in their curricular choices and their assessments of school programming. Dr. Padalino has been involved in curricular discussions, for example—selecting iReady, implementing the new approach to Honors enrollment, and Montessori at GW. Involving faculty and staff in decisions around curriculum changes would enhance implementation. Having a Deputy Superintendent to help Dr. Padalino oversee curriculum and assessments will provide additional vision and support.

Standard 6: Instructional Leadership

Since Standard #5 addresses what is to be taught, then this standard emphasizes how it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research, best practices and sensitivity with respect to diversity in the community and district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 6.1 Collaboratively develop, implement and monitor change process to improve student and adult learning
- 6.2 Implement appropriate safety and security practices in schools
- 6.3 Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyze available instructional resources including applications of technology and assign them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establish instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process
- 6.7 Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes to support various teaching strategies and desired student outcomes
- 6.8 Reviews and updates the instructional program on a continuing basis and provides recommendations to the Board for the educational advancement of the school district
- 6.9 Is knowledgeable about and keeps informed about all aspects of the instructional program

The Superintendent’s performance for this standard is: *(Circle One)*

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 3

Comments:

Dr. Padalino has supported the district moving toward methods of teaching literacy that are supported by research. The scheduling process at the middle grades was modified and enrollment in 9th Grade Honors was changed—both with the goal of enhancing student access to educational opportunities and ultimately student achievement. More clearly defining the evaluation process of our programs would help to determine if they are effective in improving student outcomes.

Dr. Padalino’s priority is to support a safe and effective learning environment in all schools. The Board is awaiting a report on various safety initiatives.

Standard 7: Human Resources Management

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 7.1 Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development
- 7.2 Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity
- 7.3 Encourage in-service education and staff professional growth
- 7.4 Direct staff negotiations with professional and classified personnel to achieve defined objectives
- 7.5 Develop a satisfactory collective bargaining process that will enhance the reaching of satisfactory contractual agreements with employee organizations
- 7.6 Delegate authority and responsibility effectively
- 7.6 Recommend the number and types of positions required to provide proper personnel for the operation of the school district
- 7.7 Report violations of policies, laws, rules and regulations to the Board for its consideration and action

The Superintendent's performance for this standard is: (Circle One)

- 4 EXCEEDING STANDARDS
- 3 MEETING STANDARDS
- 2 WORKING TOWARD STANDARDS
- 1 NOT MEETING STANDARDS

CONSENSUS RATING: 2.71

Comments:

Dr. Padalino maintains a positive working relationship with all bargaining units and non-aligned personnel. He is respectful and professional and supports the decisions of his administrative staff.

The evaluation process needs to be tightened as well as processes for monitoring teachers and administrators who are on a TIP or PIP.

Standard 8: Values and Ethics of Leadership

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 8.1 Exhibit multi-cultural and ethnic understanding and sensitivity
- 8.2 Describe role of schooling in a democratic society
- 8.3 Manifest a professional code of ethics and demonstrate personal integrity
- 8.4 Model accepted moral and ethical standards in all interactions
- 8.5 Explore and develop ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promote the value that moral and ethical practices are established and practiced in every classroom, every school, and throughout the district

The Superintendent's performance for this standard is: *(Circle One)*

-
- 4 EXCEEDING STANDARDS
 - 3 MEETING STANDARDS
 - 2 WORKING TOWARD STANDARDS
 - 1 NOT MEETING STANDARDS

CONSENSUS RATING: 4

Comments:

Dr. Padalino has consistently demonstrated that he possesses a strong moral code and that it guides him in finding common ground with community partners especially when dealing with divisive issues.

Dr. Padalino leads the district with professionalism, integrity, and honesty.

**Consensus rating may be the average of individual ratings or a single final rating determined by the board.*

Signatures: Your signature and the Board President's signature will indicate receipt of this evaluation and a consensus of the entire board on the evaluation. Please attach your comments, if any, as a separate addendum to this document.

Superintendent's Signature

Date

Board President's Signature

Date

Copies to: Superintendent
Superintendent's Personnel File