



Superintendent Evaluation Tool – 2024-25

Dr. Andrew Doster

School District of Borough of Morrisville

Standard 1 - SHARED VISION

An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

- In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Uses research and/or best practices in improving the educational program.
- Aligns and implements the educational program, plans, actions and resources with the district's vision and goals.
- Provides leadership for major initiatives and change efforts.
- Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- Constructively handles dissent and disagreements within the organization.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 2 - CULTURE OF LEARNING

An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

- Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Articulates the desired school/system culture and shows evidence about how it is reinforced.
- Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- Creates a system that prioritizes the needs of the staff in terms of professional development leading to improved student learning.
- Oversees the evaluation of staff and ongoing coaching for improvement.
- Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Is highly visible and engaged in the classrooms, schools and student activities.
- Delegates appropriately to encourage the empowerment of staff

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 3 - DECISION MAKING

An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

- Decisions are made after acquiring the best information possible.
- Decisions are consistently made in a timely manner appropriate to the situation.
- Decisions are consistently made based upon the needs of the students.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 4 – MANAGEMENT

An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.

- Complies with state and federal mandates and local board policies.
- Has system in place to recruit, select, induct and retain staff to support quality instruction.
- Addresses current and potential issues in a timely manner.
- Manages fiscal and physical resources responsibly, efficiently and effectively.
- Maximizes instructional time by effectively designing and managing operational procedures.
- Communicates effectively with both internal and external audiences about the operation of the school/system.
- Has systems in place to monitor budget

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 5 - FAMILY AND COMMUNITY

An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

- Engages families and community by promoting shared responsibility for student learning and support of the education system.
- Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Mobilizes community resources to support individual student success.
- Collaboratively establishes a culture that welcomes and honors families and seeks ways to engage them in student learning.
- Evaluates staff and provides ongoing coaching for improvement.
- Promotes collaboration with all stakeholders.
- Is easily accessible and approachable to all stakeholders.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 6 – ETHICS

An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

- Models values and beliefs and attitudes that inspire others to higher levels of performance.
- Fosters and maintains supportive professional relationships with staff.
- Demonstrates appreciation for and sensitivity to diversity within the school community.
- Is respectful of divergent opinions and of different points of view within the boundaries of the values and mission of the organization.
- Acts in accordance with the letter and spirit of the law.
- Meets commitments, verbal, written and implied.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 7 – ADVOCACY

An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.

- Collaborates with community agencies and other decision makers to improve students' well-being.
- Advocates for policies and practices to improve the welfare of students.
- Communicates with all constituencies to advance the mission and goals of the district.
- Communicates with all constituencies to advance the mission of public education.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 8 - PERSONAL AND PROFESSIONAL GROWTH

An education leader promotes personalized student success by supporting professional growth of self and others through practice and inquiry.

- Engages in periodic quality reflection and self-evaluation.
- Seeks feedback from others internal and external to the school community.
- Sets personal and professional job-related goals that are connected to the system's mission, vision and goals.
- Participates in professional development opportunities to extend and expand upon one's knowledge, skills and competencies, including performance coaching if appropriate.
- Arranges for the personal and professional development of others within the system, including the school board.
- Reads professionally and seeks to stay abreast of current education and leadership research and theory.
- Engages in activities to promote personal well-being.

- Seeks to ensure that the resources for the above are available.
- Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.

Rate on a scale of 1 to 4 where 4 is high and 1 is low on the Evaluation Scoring sheet.

Standard 9 - OBJECTIVE PERFORMANCE STANDARDS

The desired result of all stated goals, grounded in a “student first” decision making model, is an improved overall experience and learning opportunity for the students and families of the School District of Borough of Morrisville. To that end, the Superintendent will:

1. Design and execute a district community communication plan;
2. Create a K-12 student learning model in coordination with building level leadership and district faculty;
3. Address employee recruitment, onboarding, and retention by revising current practice and creating a profile of a Morrisville employee at all levels;
4. Implement a differentiated supervision and job embedded coaching model for professional staff;
5. Support continued professional development of district leadership by designing and facilitating a Leadership Academy.

Rate as either “Yes” or “No” whether goal was met on the Evaluation Scoring sheet.

Evaluation Scoring

- Standard 1 - SHARED VISION _____
- Standard 2 - CULTURE OF LEARNING _____
- Standard 3 - DECISION MAKING _____
- Standard 4 – MANAGEMENT _____
- Standard 5 - FAMILY AND COMMUNITY _____
- Standard 6 – ETHICS _____
- Standard 7 – ADVOCACY _____
- Standard 8 - PERSONAL AND PROFESSIONAL GROWTH _____
- Standard 9 - OBJECTIVE PERFORMANCE STANDARDS: (Met/Did Not Meet)

	Yes	Met		No
Design and execute a district community communication plan;	___			___
Create a K-12 student learning model in coordination with faculty; building level leadership and district	___			___
Address employee recruitment, onboarding, and retention by revising current practice and creating a profile of a Morrisville employee at all levels;	___			___
Implement a differentiated supervision and job embedded coaching model for professional staff;	___			___
Support continued professional development of district leadership by designing and facilitating a Leadership Academy.	___			___

Board Member Name
