

EXECUTIVE DIRECTOR EVALUATION CALENDAR

- MAY** - Executive Director proposes goals for year, solicits staff and Board suggestions.
- JUNE** - Second reading - refinement.
- JULY** - Board adopts and weights goals.
- SEPTEMBER** - Board approves measures.
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- JULY** - Executive Director completes self-evaluation report to Board, consisting of:
- An overview statement about the year just completed
 - A copy of the Annual Report for the year just completed
 - A self-evaluation report on objectives set by the Board the previous year
 - A "process" self-evaluation
 - Supplemental materials as may be appropriate
- Board and Executive Director discuss the end-of-year report to attempt to answer any questions.
- Blank "Process Evaluation" and "Annual Objectives Matrix" forms will be distributed by the Executive Director.
- AUGUST** - Board reads self-evaluation of Executive Director.
- Board members evaluate the Executive Director by completing the "Process Evaluation" and "Annual Objectives Matrix" forms and mail them to the Board President.
- The Board President compiles the individual evaluations into a summary.
- The Board officers meet with the Executive Director to discuss the summary report. The Executive Director is provided a copy of the summary report and is given the opportunity to provide rebuttal information.
- The Board officers compose a letter to Executive Director.
- SEPTEMBER** - Board and Executive Director discuss evaluation.
- Seeks approval of summary letter to Executive Director and signs it.
- The letter is provided to the Executive Director and a copy is entered into his personnel file in the Personnel office.
- Salary adjustments (+ or -) are made to Executive Director's salary.

NAME OF EVALUATOR _____	
PERMISSION TO SHARE COMPLETED FORM WITH EXECUTIVE DIRECTOR	YES <input type="checkbox"/> NO <input type="checkbox"/>

**EXECUTIVE DIRECTOR
PROCESS EVALUATION FORM**

INSTRUCTIONS

Each of six broad areas of functioning are defined below. Please provide a narrative of your evaluation of the Executive Director's performance in each area in the space provided. Also, in the block provided for each function area, give a number score (1-5 as defined below) which best summarizes your evaluation of performance level in that area.

Definitions of Performance Levels:

Consider the following definitions of relative ratings in evaluating the Executive Director's performance in job for which hired:

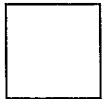
<p>"A" 93-100 - <u>OUTSTANDING</u></p>	<p>- Executive Director's performance in the specific duty or responsibility is much more than accepted norms. The results and objectives achieved greatly exceed the standards for acceptable performance. Management could not reasonably expect better performance.</p>
<p>"B" 85-92 - <u>VERY GOOD</u></p>	<p>- Executive Director's performance in the specific duty or responsibility is more than accepted norms. The results and objectives achieved exceed the standards for acceptable performance.</p>
<p>"C" 77-84 - <u>SATISFACTORY</u></p>	<p>- Executive Director's performance in the specific duty or responsibility is fully acceptable. The results and objectives achieved meet the standards for acceptable performance.</p>
<p>"D" 70-76 - <u>MARGINAL</u></p>	<p>- Executive Director's performance in the specific duty or responsibility is slightly less than acceptable. The results and objectives achieved fall slightly short of the standards for acceptable performance.</p>
<p>"F" 0-69 - <u>UNSATISFACTORY</u></p>	<p>- Executive Director's performance in the specific duty or responsibility is totally unacceptable. The results and objectives achieved fall substantially short of the standards for acceptable performance.</p>

Relationships with the Board (15.6%)

- Keeps the Board informed on issues, needs and operation of the IU.
- Offers professional advice to the Board on items requiring Board action, with appropriate recommendations based on thorough analysis.
- Interprets and executes the intent of Board policy.
- Seeks and accepts constructive criticism of his work.
- Supports Board policy and actions to the public and staff.
- Accepts responsibility for maintaining liaison between the Board and personnel.
- Goes immediately and directly to the Board when he feels an honest, objective difference of opinion exists between him and any or all members of the Board and makes an earnest effort to resolve such difference.

Comments:

Suggestions For Improvement:



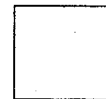
A = 93-100%
B = 85-92%
C = 77-84%
D = 70-77%
F = 0-69%

Relationships with the Community (13.0%)

- Gains respect and support of the community on the conduct of the unit's operation.
- Solicits and gives attention to problems and opinions of all groups and individuals.
- Develops a cooperative relationship with the news media, superintendents, Board, PDE, private industry, college presidents.

Comments:

Suggestions For Improvement:

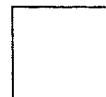


Staff and Personnel Relationships (16.8%)

- Develops and executes sound personnel procedures and practices.
- Develops good staff morale and loyalty to the organization.
- Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
- Delegates authority to staff members appropriate to the position each holds.
- Recruits and assigns the best available personnel in terms of their competencies.
- Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
- Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
- Takes an active role in the development of salary schedules for all personnel, and recommends to the Board the levels which, within budgetary limitations, will best serve the interests of the IU.
- At the discretion of the Board, meets and confers with leaders of the teachers association, representing to the best of his ability the interests and will of the Board.

Comments:

Suggestions For Improvement:



Leadership (22.7%)

- Moves the organization forward to improved performance and into new appropriate endeavors.
- Understands and keeps informed regarding all aspects of the program.
- Participates with staff, Board, and community in studying and developing programs.
- Organizes a planned program of staff evaluation and improvement.

A = 93-100%
 B = 85-92%
 C = 77-84%
 D = 70-77%
 F = 0-69%

Comments:

Suggestions For Improvement:

Business and Finance (20.5%)

- Keeps informed on needs of the program, facilities, equipment, and supplies.
- Determines that funds are spent wisely, and adequate control and accounting are maintained.
- Evaluates financial needs and makes recommendations for adequate financing.

Comments:

Suggestions For Improvement:

Personal Qualities (11.4%)

- Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
- Devotes his time and energy effectively to his job.
- Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.
- Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other IUs and meeting with other executive directors.

Comments:

Suggestions For Improvement:

TOTAL

