

SUPERINTENDENT ANNUAL EVALUATION

Pursuant to Act 141 of the Pennsylvania School Code enacted in 2012, school boards are required to disclose the objectives and performance standards on which the Superintendent is evaluated annually. School districts are also required to make public whether or not the standards were met by the Superintendent. This report fulfills both mandates.

**Dr. Kenneth A. Berlin,
Superintendent
Wattsburg Area School District**

06/19/23



*WASD
2022-2023*

Annual Evaluation of the Superintendent

The evaluation committee of the school board utilizes the below assessment measures as a basis for summarizing the 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	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	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	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	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 Superintendent is evaluated on each of the six Objective Performance Standards. In addition, the board and the superintendent set annual goals based upon mutually agreeable priorities. These goals are discussed at the beginning of the evaluation cycle as they relate to each Objective Performance Standard. From this process the board establishes Key Performance Indicators that are representative of the collective expectations of the Board.

Objective Performance Standards

Student Growth and Achievement

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 standardized assessments, PVAAS, or other locally determined measures.

Organizational Leadership

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.

District Operations and Financial Management

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.

Communication and Community Relations

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.

Human Resource Management

Superintendent incorporates best practices for human resource management and oversight, coordinating staffing, recruitment, and other human resource functions within the district.

Professionalism

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.

Superintendent Performance Summary

Objective Performance Standard	Distinguished	Proficient	Needs Improvement	Failing
Student Growth and Achievement		✓		
Organizational Leadership	✓			
District Operations and Financial Management	✓			
Communication and Community Relations	✓			
Human Resource Management		✓		
Professionalism	✓			
Completion of Annual Goals		✓		