

Derry Township School District

Superintendent Evaluation

School Year 2015-2016

Pursuant to §1073.1(b.1) of Pennsylvania's Public School Code of 1949, the Board of School Directors is required to post the mutually agreed upon objective performance standards contained in the superintendent's contract on the school district's publicly accessible internet website.

Upon completion of the annual performance assessment, the Board of School Directors is required to post the date of the assessment and whether or not the district superintendent has met the objective performance standards on the school district's publicly accessible internet website.

The Board of School Directors met on June 13, 2016 in executive session to review its evaluation of the Superintendent's performance standards with Mr. McFarland, and the board met again in executive session on June 27, 2016 to finalize the results. Posted below are Mr. McFarland's performance standards and assessment for the 2015-2016 school year.

Performance 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 education program, plans, actions and resources with the district's vision and goals.
- Communicates effectively to various stakeholders regarding progress with Comprehensive Strategic Plan and district mission. Exhibit increase in student achievement growth as measured by aggregate PVAAS scores in District's Student Performance Profile.
- Constructively handles dissent and disagreements within the organization.

RESULT: Mr. McFarland met the performance standard.

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Performance 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.

- Creates culture of learning environment
- 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.
- Is highly visible and engaged in the classrooms, schools, and student activities.
- Delegates appropriately to encourage the empowerment of staff.

RESULT: Mr. McFarland met the performance standard.

Performance 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 made consistently made in a timely manner appropriate to the situation.
- Decisions are consistently made based upon the needs of the students.
- Superintendent communicates decisions and recommendations to school board effectively.

RESULT: Mr. McFarland met the performance standard.

Performance 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, effectively, and efficiently.
- Maximizes instruction time by effectively designing and managing operational procedures.
- Communicates effectively with both internal and external stakeholders about the operation of the district.
- Successfully execute annual budget plan. Has systems in place to monitor budget.

RESULT: Mr. McFarland met the performance standard.

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Performance Standard 5 FAMILY AND COMMUNITY

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

- Engages in family 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.
- Promotes collaboration with all stakeholders through effective and efficient tools for stakeholder communication with the District and Board of School Directors.
- Is easily accessible and approachable to all stakeholders.

RESULT: Mr. McFarland met the performance standard.

Performance 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 attributes that inspire others to a higher level 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.

RESULT: Mr. McFarland met the performance standard.

Performance 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.

RESULT: Mr. McFarland met the performance standard.

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Performance Standard 8 PERSONAL AND PROFESSIONAL GROWTH

An education leader promotes the 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 Board of Directors.
- Reads professionally and seeks to stay abreast of current education and leadership research and theory.
- Engages in activities to promote personal good health.
- Ensures 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.

RESULT: Mr. McFarland met the performance standard.

Performance Standard 9 STRATEGIC DISTRICT INITIATIVES

- 1.) Explore the potential and feasibility of commercial advertising for the District and make a recommendation to the Board of School Directors by June 30, 2016.

RESULT: Mr. McFarland met the performance standard.

- 2.) Recommend for board approval a DTSD–Act 93 Employee Compensation Plan within the parameters set by the board prior to June 30, 2016.

RESULT: Mr. McFarland met the performance standard.

- 3.) Successfully negotiate a DTSD–HESPA Collective Bargaining Agreement within the parameters set by the board prior to June 30, 2016.

RESULT: Mr. McFarland met the performance standard.