

ASSISTANT 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 Assistant Superintendent is evaluated annually.

School districts are also required to make public whether or not the standards were met by the Assistant Superintendent.

This report fulfills both mandates.

**Bea Habursky, Assistant Superintendent
School District of the City of Erie, PA**

7/27/20



(2019-2020)

Annual Evaluation of the Assistant Superintendent

The Erie School District Board of Directors utilized the below assessment measures as a basis for summarizing the assistant superintendent's performance.

Distinguished:

- Performance is clearly outstanding
- Performance is superior, far exceeding expectations
- Performance is exceptional on a regular or continuous basis – the assistant 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 assistant 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 assistant superintendent – substantial professional improvement is needed before the assistant superintendent can be considered proficient in the role

The assistant superintendent was evaluated on each of four Objective Performance Standards in the areas of 1) Student Growth and Achievement; 2) Organizational Leadership; 3) Human Resource Management; and 4) Professionalism.

Objective Performance Standards

Student Growth and Achievement

Assistant 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 assistant superintendent relative to standardized assessments, PVAAS, or other locally determined measures.

Organizational Leadership

Assistant Superintendent has worked collaboratively with the Superintendent and 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.

Human Resource Management

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

Professionalism

Assistant 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. Assistant Superintendent additionally works to individually reflect upon his/her effectiveness within the role, and works to improve effectiveness through the use of professional development literature and activities.

Assistant Superintendent Performance Summary

Objective Performance Standard	Distinguished	Proficient	Needs Improvement	Failing
Student Growth and Achievement	✓ ✓ ✓ ✓	✓ ✓	✓ ✓	
Organizational Leadership	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓		
Human Resource Management	✓ ✓	✓ ✓ ✓ ✓	✓	
Professionalism	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓		