

SUPERINTENDENT GOALS ASSESSMENT

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 1		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

GOAL 2		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
Proficient	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
Area for Growth	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; connections between allocation of resources in budget for Mission and Vision statement; agendas where data was used to review attainment toward district goals.

Superintendent Selected Evidence for Standard 1

(Documents provided by Superintendent)

STANDARD 1 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.					
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.					
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.					
3. Leads in the ongoing development and review of the district's vision, mission, and both long- and short-term goals; and engages stakeholders in the process.					
4. Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.					
5. Creates, shares and implements plans to achieve district goals.					
6. Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.					
7. Ensures that the vision, mission and goals are clearly articulated and known to all stakeholders in the community.					

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

Effective educational leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrates the skills to work effectively with the board that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
Proficient	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
Area for Growth	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 2 may include: Reports, data and information provided to the board related to agenda items requiring approval; Communication log and / or documents between the board and superintendent; Listing of policies and regulations approved by the Board; Communication and documents sent to all those affected by new policies and regulations.

Superintendent Selected Evidence for Standard 2

(Documents provided by Superintendent)

STANDARD 2 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.					
1. Provides professional advice and keeps the board regularly informed with data, reports, and information which enables the board to make effective, timely decisions.					
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.					
3. Actively and continuously encourages board development by seeking and communicating opportunities.					
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.					
5. Supports and enforces all board policies and communicates changes to those who are affected.					
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.					
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership					

BOARD MEMBER ASSESSMENT OF STANDARD 2

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 3 Operations Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
Proficient	The superintendent manages school district operations in a manner that promotes student success.
Area for Growth	The superintendent has had uneven success in the operations management of the district. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not manage school district operations in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Artifacts for Standard 3 may include: Mission and vision statement, district and superintendent goals, long range facilities plan, budget and associated community presentations, strategic plan, referendum, technology initiatives and purchase orders, audit, and committee agendas.

Superintendent Selected Evidence for Standard 3

(Documents provided by Superintendent)

STANDARD 3 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders manage school district operations and resources to promote each student's academic success and well-being.					
1. Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals, and the day-to-day operations of the district.					
2. Promotes appropriate financial control of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
3. Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible to the community.					
4. Develops and manages a comprehensive approach to personnel that aligns to the district vision, strategies, and goals.					
5. Promotes safety across the district by keeping abreast of current facilities usage and planning for future needs.					
6. Employs technology to improve the quality and efficiency of operations and management.					

BOARD MEMBER ASSESSMENT OF STANDARD 3

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student’s academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student’s academic success and well-being.
Proficient	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

Superintendent Selected Evidence for Standard 4

(Documents provided by Superintendent)

STANDARD 4 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student’s academic success and well-being.					
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.					
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
3. Promotes the effective use of technology in the service of teaching and learning.					
4. Uses assessment data to monitor student progress and improve instruction.					
5. Recommends and implement the district’s professional development and mentoring plan.					
6. Engages others in an ongoing process of district improvement.					
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.					

BOARD MEMBER ASSESSMENT OF STANDARD 4

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Exemplary	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
Proficient	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
Area for Growth	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
Not Observed	Not observed – neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

Superintendent Selected Documentation for Standard 5

(Documents provided by Superintendent)

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

BOARD MEMBER ASSESSMENT OF STANDARD 5

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
Proficient	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 6 may include: : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

Superintendent Selected Evidence for Standard 6

(Documents provided by Superintendent)

STANDARD 6 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.					
2. Ensures that all staff are evaluated in accordance with established procedures.					
3. Recommends employees for contract renewal or tenure in a timely manner.					
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.					
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.					
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.					

BOARD MEMBER ASSESSMENT OF STANDARD 6

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
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Board member comments supporting rating:

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