

PART I Superintendent's Performance Rating - Progress Towards Goals

Check one box for each indicator and circle the overall standard rating.

	Inadequate progress	Demonstrable Progress	Met Goal
Goal One: Grow data literacy within the district, so as to better focus the district's work on improved student achievement and improved social emotional health for students.	<input type="checkbox"/>	<input type="checkbox"/>	
Goal Two: Ensure the long-term financial stability of the district.	<input type="checkbox"/>	<input type="checkbox"/>	
Goal Three: Refine agreements and relationships with the board that help the board of directors promote academic success for all students.	<input type="checkbox"/>	<input type="checkbox"/>	
Goal Four: Successfully guide the process to revise and update the District's Strategic Plan in 2019.	<input type="checkbox"/>	<input type="checkbox"/>	

Required Comments and analysis of progress toward goals:

PART II

Superintendent's Performance Rating for Standard 3: Curriculum, Instruction, and Assessment

Standard Summary	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
-------------------------	--

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.</i>				
Advocates for student learning as the district's highest priority: consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to continuously improve learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes the systematic improvement of coherent curriculum, instruction, and assessment: ensures that decisions on curriculum, instruction and assessment are guided by regular, objective data and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that district policies, practices, and resources support learning for each student: uses data to identify achievement gaps and seek improvements in district policies, practices, and resources to better support learning for each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes, values, beliefs and behaviors that create an organizational culture devoted to student learning: creates or sustains a culture of expectation that leads members of the school community to openly acknowledge and collaboratively address problems in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory

Basic

Proficient

Distinguished

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i>, <i>Basic</i> or <i>Unsatisfactory</i>):</p>

Superintendent's Performance Rating for Standard 7: Operations & Management

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

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.</i>				
Uses a continuous improvement process for implementing, monitoring, evaluating and improving district operations: ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively manages fiscal resources in accord with board priorities and instructional improvement: develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategically manages human resources to support instructional improvement and other district goals: implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively manages key elements of district operations: monitors district operations in accordance with established policies and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops system for ensuring that employee performance meets district expectations: ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory

Basic

Proficient

Distinguished

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i>, <i>Basic</i> or <i>Unsatisfactory</i>):</p>

Superintendent's Performance Rating for Standard 8: Collaboration with the Board

Standard Summary	Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote each student's academic success and well-being.
-------------------------	---

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.</i>				
Respects and advocates mutual understanding of the roles/responsibilities of superintendent and board: collaborates with the board to review and refine guidelines for effective board and superintendent roles/responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors board policy: consults with the board when questions of interpretation arise on board policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides the board with timely information: assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats all board members, fairly, respectfully, and responsibly: facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides necessary support for effective board decision making: works with the board to ensure that meeting agendas are focused and consistent with board priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds strong team relationships with the board: works with the board to monitor team effectiveness and adjust procedures accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory

Basic

Proficient

Distinguished

Comments and analysis (recommended for any overall rating; required for overall rating of <i>Distinguished</i>, <i>Basic</i> or <i>Unsatisfactory</i>):
--

PART III

Overall Superintendent Evaluation Report

Superintendent: _____

Board president: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete *Part I* first; circle one for each set of goals.)

Goal One: Data Literacy	Inadequate Progress	Demonstrable Progress	Met Goal
Goal Two: Financial Sustainability	Inadequate Progress	Demonstrable Progress	Met Goal
Goal Three: Board/Supt Relationship	Inadequate Progress	Demonstrable Progress	Met Goal
Goal Four: Strategic Plan Update	Inadequate Progress	Demonstrable Progress	Met Goal

Step 2: Assess Performance via Standards (Complete Part II first.)

Unsatisfactory = Performance on a standard or overall is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Basic = The superintendent's performance demonstrates many of the characteristics associated with effective performance, although there may be a few exceptions or inconsistencies

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous yet expected level of performance.**

Distinguished = A rating of *Distinguished* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Basic	Proficient	Distinguished
Standard 3: Curriculum, Instruction, and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Operations and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Collaboration with the Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance

Unsatisfactory

Basic

Proficient

Distinguished

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Distinguished*, *Basic*, *Unsatisfactory* or where goals are felt to have had inadequate progress.

Comments: