

## 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:**

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## PART II

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

<b>Standard Summary</b>	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.
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	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

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished*, *Basic* or *Unsatisfactory*):**

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

<b>Standard Summary</b>	Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
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*Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.*

	Unsatisfactory	Basic	Proficient	Distinguished
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

**Unsatisfactory**

**Basic**

**Proficient**

**Distinguished**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished, Basic* or *Unsatisfactory*):**

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

<b>Standard Summary</b>	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.
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*Check one box for each indicator and circle the overall standard rating. Criteria listed is "proficient" level.*

	Unsatisfactory	Basic	Proficient	Distinguished
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Unsatisfactory

Basic

Proficient

Distinguished

**Comments and analysis (recommended for any overall rating; required for overall rating of *Distinguished*, *Basic* or *Unsatisfactory*):**

**PART III**

**Overall Superintendent Evaluation Report**

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**Superintendent:** \_\_\_\_\_

**Board president:** \_\_\_\_\_

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

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
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"/>

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## End-of-Cycle Summative Evaluation Report: Superintendent

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### 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:**

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# Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 3 — Curriculum, Instruction, and Assessment: 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.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Advocates for student learning as the district’s highest priority.</i>	does not communicate that student learning is central to the district’s mission	communicates to all stakeholders that student learning is central to the district’s mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to continuously improve learning	motivates stakeholders to pursue continuous improvement and innovation in student learning to achieve the district’s mission
<i>B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment.</i>	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	ensures that decisions on curriculum, instruction, and assessment are guided by regular, objective data analysis	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
<i>C. Ensures that district policies, practices, and resources support learning for each student.</i>	does not align district policies, practices, and resources to support learning for each student	ensures that existing district policies, practices, and resources are aligned to 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	motivates members of the school community to seek improvement in district policies, practices, and resources to support learning for each student
<i>D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.</i>	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve 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	creates or sustains a shared moral imperative for the continuous improvement of student learning

# Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student’s academic success and well-being.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.</i>	does not systematically plan, implement, and monitor district operations	ensures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	collaborates with board and staff to analyze and modify the long-term plan to ensure that results support district priorities and superintendent goals
<i>B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.</i>	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	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	collaborates with board, staff, and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years
<i>C. Strategically manages human resources to support instructional improvement and other district goals.</i>	does not efficiently or strategically manage human resources	ensures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	engages staff in a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and make changes as needed
<i>D. Effectively manages key elements of district operations.</i>	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	ensures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	engages staff in a continuous improvement process to review effectiveness of district operations and make changes as needed
<i>E. Develops system for ensuring that employee performance meets district expectations.</i>	does not ensure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	ensures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	engages staff in a continuous improvement process for employee performance

# Washington Standards-Based Superintendent Framework<sup>©</sup>

**Standard 8 — Collaboration with the Board: 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.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.</i>	does not articulate or adhere to the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
<i>B. Honors board policy.</i>	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
<i>C. Provides the board with timely information.</i>	does not provide the board with timely information needed for effective board decision-making	ensures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
<i>D. Treats all board members fairly, respectfully, and responsibly.</i>	favors certain board members or is unresponsive to board members’ perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
<i>E. Provides necessary support for effective board decision-making.</i>	does not establish and implement effective procedures for board meetings	ensures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to ensure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
<i>F. Builds strong team relationships with the board.</i>	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change