

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

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.
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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

<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

Standard Summary	Effective educational leaders manage school operations and resources 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>				
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

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.
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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>				
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

<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>

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: