



Superintendent Evaluation Instrument

Standard #1- School Culture: *Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. He understands the people in the district and community, how they came into their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "re-culture" the district, if needed, to align the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.*

Indicators	
Establishes and maintains a common vision, mission, and goals district-wide	
Creates a culture of collegiality, collaboration, strong relationships, respect, support, and trust amongst stakeholders	
Communicates to administration and faculty high expectations for student achievement, improvement, and excellence	
Supports high expectations for extra-curricular programs' success, growth, and path toward excellence	
Uses multiple ways to communication channels for stakeholders to stay involved in district and school matters	
Creates strong teacher engagement and leadership in school improvement process	
Schools have welcoming and friendly environments for all stakeholders	
System is set up for shared decision-making opportunities for stakeholders	
Clear rules, procedures, expectations, and appropriate consequences for unwanted student behavior to support student learning for all	
Facilities are clean, well kept, and great learning environment for students	
System provides for each student to have an adult advocate	

Possible Evidence:

- Student, Staff, and Parents surveys (done every 3 years)
- Board reports
- School Improvement system and presentations
- Student achievement improvement plans and results
- Extra- curricular program participation and results
- District communications to staff and parents
- Stakeholder involvement in strategic plan development and implementation
- School discipline reports
- Facility plan and summer maintenance plan



Strengths:

Areas of Improvement:

Goals:



Standard #2- Curriculum/ Academic and Extra-Curricular Programs: Superintendents create conditions that result in a successful system for curriculum implementation and delivery. A rigorous curriculum challenges students and meets students' individual needs to ensure our mission is accomplished. It is imperative of our school district to create and sustain schools where all students are learning, where performance gaps are systemically reduced over time, and where the primary goal of the adults in the system is to ensure that every student meets our mission. The superintendent needs to facilitate the learning process by creating a system focused on creating and maintaining quality academic and extra-curricular programs.

Indicators	
Builds rigorous, aligned curriculum to state standards (PK-12) and ACT standards grades 9-12 in each content area	
Establishes system to have lessons and assessments that require higher level thinking skills	
Ensures student progress/grades are determined by specific, clearly defined criteria of content area learning targets	
Monitors classroom and building level interventions are in place to effectively support struggling students, especially in math and reading	
Establishes ideal class sizes and are defined with the Board of Education and are being followed by admin	
Ensures college credits are available for students to obtain in multiple ways and in multiple subject areas	
Supports distinguished diploma to promote rigor and college readiness and ensures participation is increasing in this pathway	
Maintains and develops online learning programs with courses for students in multiple areas of interest	
Ensures comprehensive, relevant offerings in career/ technical education for HS students	
Ensures college and career readiness skills are being systemically built into instruction and curriculum	
Develops and implements quality college and career center for students, graduates, and families within the district to utilize	

Possible Evidence:

- Curriculum outline and for each grade level and course
- Student achievement results in NWEA, NSCAS, and ACT
- Instruction Model and Professional Development Plan
- Grading Policy
- Intervention programs at each school in math and reading
- Class size guide for option enrollment vs. actual numbers
- Dual enrollment and online course participation annual report
- Distinguished diploma participation numbers
- Career Education offerings and participation
- Partnerships with colleges and businesses
- ReVision grant/ process report
- Strategic Plan report/ goal updates
- 1 to 1 initiative vision and planning



Strengths:

Areas of Improvement:

Goals:



Standard #3- Teacher Effectiveness: *The superintendent ensures effective processes are in place to recruit, mentor, support, evaluate, develop, and retain a high performing staff. Superintendent uses systemic leadership to support instructional improvement and plan effective professional development to focus on student learning.*

Indicators	
Establishes process to recruit and hire quality teachers within the district	
Establishes and trains faculty in a district instructional model that is research based and includes effective elements of teaching and planning	
Ensures professional development plan is aligned to essential district instructional strategies identified in the instructional model and is flexible to meet individual teacher needs	
Monitors and adjusts collaborative system to allow teachers time to share/refine best-practice instructional strategies	
Implements and monitors the use of quality, research-based certified employee and administration appraisal systems	
Challenges principals and building leadership teams to respond to the learning needs of each student by analyzing student achievement data	
Ensures administrators are visible in classrooms by reviewing walkthrough and evaluation data and coaching on how to assist in improvement	
Challenges and trains staff to have passion, caring, and enthusiasm when working with students	
Monitors and communicates the effectiveness of instructional programs at the student, building, and program levels	
Ensures the efficient use of funds for student learning programs that produce effective results	
Deals with personnel issues/ emergencies in an effective manner	

Possible Evidence:

- Certified hiring process/ Human Resources information and processes
- Instructional model and annual professional development plan
- Administrator and Certified Staff Appraisal Documents
- PLC and School Improvement system model
- Student achievement data disaggregation models at each building
- Student achievement results



Strengths:

Areas of Improvement:

Goals:



Standard #4- Stakeholder Involvement: Superintendent seeks stakeholders involvement when developing the strategic plan and other major decisions. Structures are in place that result in broad community engagement with support for and ownership in the district's mission, vision, and strategic plan. Acknowledging that strong schools build strong communities and have parent and community involvement in place to participate in programming, assistance, and good will. The superintendent works to create ways of effective communication for parent/community understanding and support for the school district initiatives. External stakeholders bring positive experiences and ideas that can make a difference in our schools.

Indicators	
Maintains good relationships with stakeholder groups in district and is visible at activities and community events	
Effectively serves as district spokesperson and organizes district's public relations program	
Ensures stakeholder committee is in place and active at each school to support school improvement plans	
Monitors each school for PTO or Parent Advisory Committees that meet regularly to support programs at each school	
Promotes parent and community volunteers at schools and ensures background checks when needed	
Supports and seeks out community and business partnerships for the benefits of employees, students, and programs	
Ensures schools have workshops for parents that directly affect their families	
Encourages fundraising efforts to support local school programs	
Promotes strong parental and community support for extra-curricular activities	
Maintains good relationships with outside agencies that partner with district	

Possible Evidence:

- Student, Staff, and Parent surveys (done every 3 years)
- School improvement presentations at each school
- Communications from schools and district levels
- PTO/ Parent Advisory meeting and events schedules
- Volunteer schedules from each school
- School improvement presentations
- Partnerships with business for internships, career programs, and colleges
- Workshops for adults at each school annually
- Annual Report
- Fundraising accounts and needs explained at each school
- Booster Clubs are active and raising needed dollars for each program
- Strategic Planning includes multiple stakeholders input



Strengths:

Areas of Improvement:

Goals:



Standard #5- Leadership/ Operations: Board and administrator teamwork is critical for the success of students and programs. Roles and relationships within the system are important. The development and implementation of a shared mission, vision, and strategic plan are essential. The Board and district administration need to effectively articulate policies, initiatives, and other strategies being done for the district's well being. The superintendent is responsible for the results of the plans for improvement and the overall operations of the school district.

Indicators	
Board and superintendent have clear roles established on mutual expectations that result in an effective working relationship	
Establishes process for reviewing policies with the Board of Education	
Prepares and recommends policies to enhance district performance	
Ensures proper updates in policies in response to changes in the law	
Utilizes lawyers appropriately for review of contracts, discipline situations, and personnel issues to protect the district's interests and well being	
Implements and monitors effectiveness of collaborative school improvement process by analyzing data and outcomes of programs	
Fiscal resources are aligned to mission, vision, and strategic plan initiatives	
Creates equity among schools for funding and quality of facilities	
Investigates innovative and creative initiatives for district programming	
Models and encourages administrators to be leaders and experts in the education community	
Creates facility plan to develop quality facilities that are competitive with other metro area school districts	
Keeps Board members informed of district issues. Is available to answer Board questions and provides adequate information for negotiations	
Creates and implements a school safety program that promotes safe school environments and quality facilities	
Effectively organizes budget to match expenditures that met district's operational needs, strategic plan, Board goals, and facility needs	
Ensures cash reserve and budget authority space for sustainable future budgets and planning needs	
Develops procedures/processes to increase transparency of Board meetings and strategic plan initiatives	

Possible Evidence:

- Annual Report
- Standards for Success vision is reviewed annually with District Leadership Team and Board of Education and posted on website
- Strategic Plan and Board goals reports
- Board meeting agenda items are aligned to Standards for Success, Strategic Plan Initiatives, and School improvement plans
- Growth Studies reported and updated annually
- Policy Updates from Perry Law Firm



- *Board Roles and Relationship agreement review*
- *Grievance/ Complaints from stakeholders*
- *NDE audits on programs*
- *Annual Financial Audits*
- *Facility Plan updates and posted on website*
- *Annual Financial Report*
- *District communications/ website review*
- *Information from safety meetings*

Strengths:

Areas of Improvement:

Goals:

