Evaluation Standards for Superintendent

## Performance Standard 1: Mission, Vision, and Goals
*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

**Sample Performance Indicators**
*Examples may include, but are not limited to:*
**The superintendent:**

1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.6 Oversees the administration of the school division's as the primary instructional leader and oversees the day-to-day infrastructure of the organization.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

| Exemplary<br>*In addition to meeting the requirements for Proficient...* | Proficient<br>*Proficient is the expected level of performance.* | Developing/<br>Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress. | The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress. | The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress. | The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress. |

## Performance Standard 2: Planning and Assessment

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include a variety of assessment data.

2.7 Plans, implements, supports and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

| Exemplary *In addition to meeting the requirements for Proficient...* | Proficient *Proficient is the expected level of performance.* | Developing/ Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance. | The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress. | The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success. | The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success. |

## Performance Standard 3:  Instructional Leadership

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

3.1  Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.4  Assesses factors affecting student achievement and directs change for needed improvements.

3.5  Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.8  Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional professional learning.

| Exemplary *In addition to meeting the requirements for Proficient...* | Proficient *Proficient is the expected level of performance.* | Developing/ Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence. | The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement. | The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement. | The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement. |

## Performance Standard 4:  Organizational Leadership and Safety

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

4.1  Identifies, analyzes, and resolves problems including facilities, school safety, operations, TAG, SPED and human resources using problem-solving techniques.

4.3  Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4  Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

| Exemplary
*In addition to meeting the requirements for Proficient...* | Proficient
*Proficient is the expected level of performance.* | Developing/
Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources. | The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources. | The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources. | The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources. |

## Performance Standard 5:  Communication and Community Relations
*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Sample Performance Indicators**
*Examples may include, but are not limited to:*

**The superintendent:**

5.2   Establishes and maintains effective and timely channels of communication with board members and between the schools and community.  Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.

5.3   Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4   Creates an atmosphere of trust and mutual respect with all stakeholders. Applies and communicates finding to all stakeholders to ensure continuous improvement.

5.8   Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

| Exemplary<br>*In addition to meeting the requirements for Proficient...* | Proficient<br>*Proficient is the expected level of performance.* | Developing/<br>Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders. | The superintendent fosters the success of all students through effective communication with stakeholders. | The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders. | The superintendent demonstrates ineffective or detrimental communication with stakeholders. |

## Performance Standard 6: Professionalism

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

6.1   Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.3   Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.7   Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

| Exemplary *In addition to meeting the requirements for Proficient...* | Proficient *Proficient is the expected level of performance.* | Developing/ Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s). | The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession. | The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession. | The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession. |

## Performance Standard 7:  Division-wide Student Academic Progress

*The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

7.1  Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2  Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3  Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

| Exemplary<br>*In addition to meeting the requirements for Proficient...* | Proficient<br>*Proficient is the expected level of performance.* | Developing/<br>Needs Improvement | Unacceptable |
|---|---|---|---|
| The superintendent's leadership results in a high level of student academic progress with all populations of learners. | The superintendent's leadership results in acceptable, measurable division-wide student academic progress based on established standards. | The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard. | The superintendent's leadership consistently results in inadequate student academic progress. |