Standard 1: Visionary Leadership	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
The Superintendent promotes the success of every student by facilitating the communication, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Performance Indicators: • Engages stakeholders in implementing, communicating, monitoring and evaluating the district strategic plan • Promotes continuous improvement and revises plans as appropriate Guiding Questions: 1. How does the Superintendent communicate and implement the district's strategic plan? 2. Describe evidence of collaborative work with all stakeholders to advance the district's strategic plan. 3. How are students, families, and other community resources encouraged to collaborate and be involved? 4. What is the evidence that staff share the district vision of learning?				

Comments:

Standard 2: Instructional Improvement	*Level One* **Improvement Needed**	*Level Two* **Making Progress Toward Meeting Goal**	*Level Three* **Consistently Meets Expectations**	*Level Four* **Consistently Exceeds Expectations**
The Superintendent promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth. Performance Indicators: • Nurtures and sustains culture of collaboration, trust, high expectations, and continuous improvement • Promotes the use of best practices to facilitate student achievement • Establishes a culture of college and career readiness for all students • Ensures effective instructional strategies are used to meet the needs of all learners • Effectively manages student data to improve student outcomes Guiding Questions: 1. What do the district's environment and day-to-day interactions among students, staff and families say about what is valued in the district community? 2. How does the Superintendent organize the learning environment to respond to racial, cultural and linguistic diversity and the varying learning and social needs of students? 3. How does the Superintendent use evidence of student success and learning needs in planning for instructional and district improvement? 4. What evidence is there that the Superintendent's leadership efforts are resulting in the improvement of teaching practice and student learning?				

Comments:

Standard 3: Effective Management	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
The Superintendent promotes the success of every student by managing District organizations, operations, and resources to provide a safe, efficient, and effective learning environment. Performance Indicators: • Manages budget effectively, allocating resources to maximize student learning • Manages facilities prudently and ensures student safety • Complies with state and federal requirements • Collaborates with staff, ensuring they have the necessary supports to improve instruction • Conducts long-range budgetary, technology, and facility planning Guiding Questions: 1. How is the distribution of resources (i.e. time, money, technology, space, materials and expertise) related to improving student outcomes? 2. How are decisions made about staff allocation and student interventions to ensure that the varying needs of students are met? 3. What evidence exists that the Superintendent implements strategic efforts to ensure the best staff? 4. How are appropriate safety and security practices implemented? 5. How does the Superintendent ensure district needs are met in the future?				

Comments:

Standard 4: Inclusive Practice	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
The Superintendent promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources. Performance Indicators: • Promotes understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources • Builds, encourages, and sustains positive relationships with staff, families and community partners Guiding Questions: 1. In what ways does the Superintendent promote an open, welcoming and involved environment for historically underrepresented populations? 2. How are students, families, and other community members encouraged to collaborate and promote learner development? 3. How does the Superintendent assure diverse representation on district committees and advisory groups? 4. How has the Superintendent engaged the voice of all stakeholders and what actions resulted from the input?				

Comments:

Standard 5: Ethical Leadership	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
The Superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Performance Indicators: • Ensures a system of accountability for every student's success • Exemplifies positive and ethical professional behavior • Models reflective practice and transparency • Promotes social justice and ensures that individual student needs inform all aspects of the district • Encourages multiple points of view to form solutions • Demonstrates resilience Guiding Questions: 1. How does the Superintendent demonstrate professionalism when adjusting to changing conditions and unexpected situations? 2. How does the Superintendent demonstrate resilience when faced with criticism or disappointment? 3. How does the Superintendent find common ground in dealing with difficult or divisive issues? 4. How does the Superintendent foster learning and engagement of all students? 5. How does the Superintendent exhibit professionalism based on: confidentiality; legal and ethical rights and responsibilities; and district and state performance requirements?				

Comments:

Standard 6: Socio-Political Context	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
The Superintendent promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Performance Indicators: • Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles • Collaborates with the School Board, peers, and other stakeholders. • Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success. Guiding Questions: 1. What evidence is there that the Superintendent has developed and encouraged partnerships within the community? 2. How has the Superintendent engaged staff and the community in advocating for student learning? 3. How has the Superintendent worked to influence trends that impact student learning? 4. How has the Superintendent collaborated with the School Board?				

Comments:

Strategic Plan Goals 1-4:	*Level One* Improvement Needed	*Level Two* Making Progress Toward Meeting Goal	*Level Three* Consistently Meets Expectations	*Level Four* Consistently Exceeds Expectations
The Superintendent and School Board annually determine their goals and associated metrics for evaluating performance. Performance Indicators: Guiding Questions:				

Comments: