

Albert Lea Area Schools

Superintendent Performance Review: 2025-2026

GOAL AREA 1: Communication and Community Relationships

Standards / Elements to support evaluating Goal Area 1:

STANDARD 1: Governance Team

- **ELEMENT 1.a.** Roles and Responsibilities
- **ELEMENT 1.b.** Goals and or Strategic Plan
- **ELEMENT 1.d.** Information for Decision-Making

STANDARD 3: Communication and Community Relationships

- **ELEMENT 3.b.** Engagement
- **ELEMENT 3.f.** Visibility and Approachability

GOAL AREA 2: Finance

Standards / Elements to support evaluating Goal Area 2:

STANDARD 2: School District Finances

- **ELEMENT 2.e.** Asset Protection

STANDARD 4: School District Operations

- **ELEMENT 4.a.** Facilities
- **ELEMENT 7.f.** School Safety and Security

GOAL AREA 3: Teaching and Learning

Standards / Elements to support evaluating Goal Area 3:

STANDARD 4: School District Operations

- **ELEMENT 4.f.** Personnel

STANDARD 8: Ethical and Inclusive Leadership

- **ELEMENT 6.c.** Curriculum and Instruction
- **ELEMENT 8.a.** Ethics and Professional Behavior
- **ELEMENT 8.b.** Interactions with Staff, Students, and Community

Timeline for superintendent review process:

October 20, 2025 – school board approves the performance review plan

DATE, 2025 or 2026 – conduct mid-year (formative) evaluation (OPTIONAL)

DATE, 2026 – conduct year-end (summative) evaluation

Superintendent Evaluation – Mid-Year (FORMATIVE) Sample Form 1

STANDARD 1: Governance Team

- **ELEMENT 1.d.** Information for Decision-Making
Evidence of progress; Comments:

STANDARD 2: School District Finances

- **ELEMENT 2.c.** Financial Controls
Evidence of progress; Comments:

STANDARD 3: Communication and Community Relationships

- **ELEMENT 3.f.** Visibility and Approachability
Evidence of progress; Comments:

STANDARD 4: School District Operations

- **ELEMENT 4.a.** Facilities
Evidence of progress; Comments:
- **ELEMENT 4.f.** Personnel
Evidence of progress; Comments:

STANDARD 8: Ethical and Inclusive Leadership

- **ELEMENT 8.a.** Ethics and Professional Behavior
Evidence of progress; Comments:
- **ELEMENT 8.b.** Interactions with Staff, Students, and Community

Evidence of progress; Comments:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

Superintendent Evaluation – Mid-Year (FORMATIVE) Sample Form 2

GOAL AREA 1: Communication and Community Relationships

Evidence of progress; Comments:

GOAL AREA 2: Finance

Evidence of progress; Comments:

GOAL AREA 3: TBD / Other

Evidence of progress; Comments:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

Superintendent Evaluation – Year-End (SUMMATIVE) sample form

STANDARD 1: Governance Team

Element 1.d. Information for Decision-Making

Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	

Comments:

STANDARD 2: School District Finances

Element 2.c. Financial Controls

Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	

Comments:

STANDARD 3: Communication and Community Relationships

Element 3.f. Visibility and Approachability

Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Comments:

STANDARD 4: School District Operations

Element 4.a. Facilities

Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	

Comments:

Element 4.f. Personnel

Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

Comments:

STANDARD 8: Ethical and Inclusive Leadership

Element 8.a. Ethics and Professional Behavior

Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	

Comments:

Element 8.b. Interactions with Staff, Students, and Community

Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	

Comments:

What best illustrates the superintendent's greatest strength and why?

(Summarize board's comments as a whole here)

What presented the superintendent with the greatest challenge and why?

(Summarize board's comments as a whole here)

How might the school board enhance the superintendent's strengths and assist in overcoming challenges?

(Summarize board's comments as a whole here)

Superintendent's comments:

(Superintendent places their summary comments here and/or submits a self-evaluation)

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____