

Superintendent Evaluation Rubric

Goals and Standards

Dr. Teri Staloch, Superintendent
August 3, 2026

Goal 1:

The Superintendent will prioritize executive time to secure the opportunity for the financial recovery and future sustainability of Robbinsdale Area Schools by leading a building bond referendum campaign and implementing the Statutory Operating Plan

Evidence of Performance 1:

The superintendent will lead the process to design and execute a comprehensive community information campaign to educate all Robbinsdale Area Schools stakeholders, including staff, students, families, and community members, on the Building Better Together Bond. This will provide the opportunity for broad awareness and transparency regarding the district facilities, and strategic needs to advance student learning and opportunities. The superintendent will provide evidence of informational campaigns across all district sites as well as provide community engagement metrics to demonstrate the successful deployment of the bond campaign.

Evidence of Performance 2:

The superintendent will lead the process to systematically implement and monitor the district's Statutory Operating Debt (SOD) plan, allocating administrative time to monitoring fiscal metrics and delivering data-driven recommendation adjustments to the school board to permanently improve the district's financial position. A balanced budget will be created through data-informed administrative recommendations and board direction. Evidence of structural progress toward balancing long-range district and student needs with fiscal accountability will be demonstrated.

Standard 2: School District Finances, Element 2.a. Budget Development and Maintenance

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks to balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. The budget is developed and managed without taking into consideration the current needs of the school district. Resources are allocated without consideration of school district needs

Notes:

Standard 2: School District Finances, Element 2.d. Bond and Levy Campaigns

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

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Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>

Notes:

Standard 3: Communication and Community Relationships, Element 3.c. Informs the Community as a Whole

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<i>Actively keeps community informed with appropriate, regular communication on a variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keep community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>

Notes:

Standard 4: School District Operations, Element 4.a. Facilities

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<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>

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Goal 2:

The Superintendent will establish and lead the District System of Continuous Improvement to fully operationalize the priority work in the District Strategic Plan

Evidence of Performance 1:

The superintendent will lead and collaborate with her team to implement the district priority work as the focus of the strategic plan. The superintendent will schedule progress and monitoring reports to be presented at board meetings inclusive of district priority work, school improvement plans, the district scorecard, student achievement data, and student engagement data. Included in these reports will also be evidence of system improvements, and implementation data aligned to outcome data.

Standard 1: Governance Team 1.b.: Goals and/or Strategic Plan

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals	Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals	Goals have been developed but no overall plan or alignment of resources exists	Goals are not developed

Notes:

Standard 6: Teaching and Learning, Element 6.b.: School Improvement

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	Ensures school improvement plans are in place at all buildings and align with school district-wide goals	School improvement plans are in place at building level, but lack school district-wide improvement	School improvement efforts are limited; no comprehensive plan in place

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Standard 6: Teaching and Learning, Element 6.d.: Professional Knowledge of Teaching and Learning
Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit	Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities	Is somewhat knowledgeable of current instructional programs; relies on others for information/data	Is uninvolved in current instructional programs; is unaware of current instructional issues

Notes:

Goal 3:
The Superintendent will provide increased opportunities for community engagement (staff, students, family, and community) through quality two-way communication to build trust, foster strong partnerships, and strengthen support across our school district on behalf of our students.

Evidence of Performance 1:

The superintendent will provide evidence of increased opportunities for authentic engagement for stakeholder groups with the school district (e.g. increase advisory council participation, events, staff interactions, etc.) to support clear communication, gather input and perspective for decision-making, build trust and promote support for the school district.

Evidence of Performance 2:

The superintendent will deliver to the board a document that outlines involvement at community and school district events, including visits to schools, classrooms, and student activities.

Standard 3: Communication and Community Relationships, Element 3.b. Engagement
Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Seeks out and provides	Solicits input from select	Very rarely seeks input	Demonstrates lack of

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<i>opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>external groups and individuals</i>	<i>from external groups and individuals</i>	<i>regard for input and influence of external groups and individuals</i>
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Notes:

Standard 3: Communication and Community Relationships, Element 3.f. Visibility and Approachability

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Ineffective (1)</i>
<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>

Notes:

Standard 5: Human Resources, Element 5.a. Internal Communication

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Ineffective (1)</i>
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>

Notes:

Standard 5: Human Resources, Element 5.d. Visibility and Approachability

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

<i>Highly Effective (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Ineffective (1)</i>
<i>Is visible at variety of school events and approachable by staff;</i>	<i>Is visible and approachable by staff; visits buildings and/or</i>	<i>Seldom visits buildings; attends few building events and activities; is</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>

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prioritizes regular visits to buildings and classrooms; consistently follows open door policies	classrooms	not approachable	
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Notes:

Standard 7: Student Support, Element 7.a. Student Engagement and Feedback

Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals	Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting	Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it	Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback

Notes:

Evaluation Period: July 1, 2026 to June 30, 2027

Superintendent's Signature _____ Date _____

School Board Chair's Signature _____ Date _____

**No more than three standards should be evaluated at one time.*

August 3, 2026