Idaho School Boards Association

Minidoka County Schools
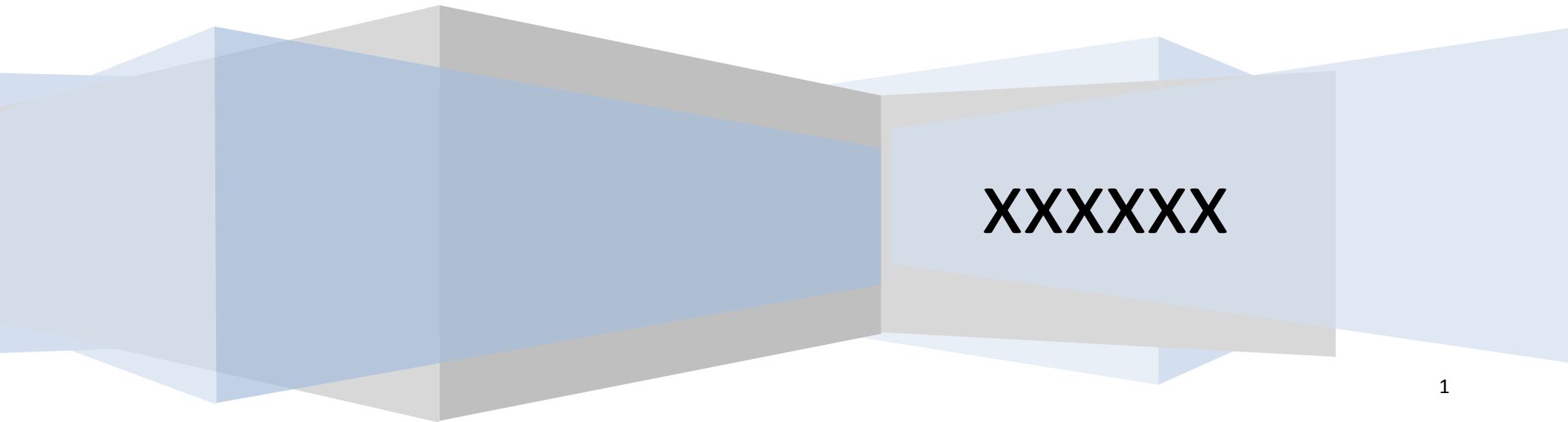
Superintendent Evaluation

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Superintendent Evaluation Process (Overview)

This process includes not only a review of past performance but also a tool for communicating future expectations.

Leadership Standards

The Superintendent is evaluated based on the Idaho Professional Leadership Standards for Superintendents and Administrators. According to Idaho State Board of Education Rule, IDAPA 08, 02.02.026.02d, administrator certificates require candidates to meet the following competencies: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. The Idaho Professional Leadership Standards for Superintendents and Administrators correlate directly with the 2008 Revised Interstate School Leader Licensure Consortium (ISLLC). Each board member would evaluate the Superintendent using the rubric, and then the numbers would be averaged in the summary portion of the evaluation. This phase can include staff and parent input especially in Standards 1, 2, 4, and 6. A variety of methods to garner this input can be used.

Student achievement targets

Working with the Superintendent the Board sets the target for student growth in one or more areas of specific school, or entire district based on growth to achievement and/or a specific measurement needed for the district to reach district set goals of student achievement.

Progress Toward Goals: Superintendent Goals, Targets and Standards

An evaluation of 2-3 targets and measurable outcomes the Superintendent will meet that are linked to goals and leadership standards. These targets are developed by the Superintendent with input from the board.

Significant Achievements and Next Level of Work

A review and summary of significant achievements, areas of excellence, and areas of needed improvement are documented here. This phase would be completed individually by both the board as a whole and the Superintendent.

Summary and Reporting

Rubrics and supporting evidence that provide the format for updates and summaries are documented in this section.

Superintendent Evaluation Timeline

Month	Responsible Individuals	Responsibility
July	Board and Superintendent together	Board reviews previous year's District goals and determines new priorities and strategies for the next year.
August	Superintendent develops personal targets in relation to board and District goals	Superintendent creates strategies that support the board goals for the following year. These goals are to be agreed upon by the board and will be used for the Superintendent Evaluation and connected to the current District Continuous Improvement Plan.
September	Board and Superintendent (item at the September Board Meeting)	Board/Superintendent discuss proposed goals and objectives, review CIP in open meeting. Superintendent gives Update #1 on the current status of the objectives and goals outlined in the CIP.
December	Board and Superintendent (item at the December Board Meeting)	Review Superintendent Evaluation for necessary changes
January	Board and Superintendent	Superintendent gives update #2 in open meeting on the progress of the District goals and first round of testing data as part of State of the District report. Review Superintendent Evaluations to be sent out to Board, Staff, Parents Individual Board Members. Complete Superintendent Evaluation
February	Board, Administrators, Patrons	Complete Superintendent Evaluation online.
March	Board	The Board Clerk will combine scores and comments to the Superintendent. Evaluation is then presented to Superintendent in Executive Session. The Board will identify areas of excellence and areas of improvement. The Board develops a joint statement to read in open session. Joint statement, possible contract
April	Superintendent, Board (at the March Board meeting)	Update #3 is given in open meeting on the progress of the District goals.
May	Board and Superintendent together	Final summative report of the Superintendent's progress on the strategies. Board meets with Superintendent in Executive Session and creates a final report, to be read in open session that includes the success and completion of the strategies as well as next steps for the Superintendent and the board. Next steps help create the basis for the goals the following year.
	Superintendent	Report the highlights and identify areas of improvement for the coming year. Review data on the goals for student achievement.

June	Board sets targets in relation to student achievement	Working with the Superintendent the Board sets the target for student growth in one or more areas of specific school, or entire district based on growth to achievement and/or a specific measurement needed for the district to reach district set goals of student achievement.

Leadership Standards

The Superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, through understanding and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Student Achievement

Standard two encompasses the quality indicators for Student Achievement. Student Achievement targets are developed by the Board with input from the Superintendent in conjunction with district goals. Ideally, these targets would be multiple measures of progress towards increasing student achievement as a district. The overall targets could include; school or student achievement, classroom, school, or district growth to achievement and/or an individual measure (reading, math or language arts) based on specific needs/goals within the district.

Standard 1 – Visionary and Strategic Leadership (ISLLC Standard One Vision of Learning)
Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.
Quality Indicators

1.1   Promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning for the school district and keeps informed on issues regarding all aspects of the educational program.

1.2   The district vision, mission, goals, and implementation plans are regularly monitored, evaluated, and revised.

Standard 2 – Instructional Leadership (ISLLC Standard Two School Culture and Instructional Leadership)
Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
Quality Indicators

2.1   Identifies and implements context-appropriate strategies for promoting educational excellence and equity for student achievement to staff, parents, and public.

2.2   Ensures that efforts are consistent in implementing standards and assessment and leads a culture of high expectations for self, student, and staff performance.

2.3   Works with staff to maximize student achievement with comprehensive professional growth plans.

Standard 3 - Management and Organizational Leadership (ISLLC Standard Three Management)
Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicators

3.1   The Superintendent keeps informed on the needs of the school programs, facilities, equipment, and supplies and uses sound educational and managerial judgment in making decisions and recommendations regarding these needs. When recommendations are made for board consideration, ample information is provided to enable the board to make good decision.

3.2   Maintains good oversight on all district employees ensuring that compliance with hiring policies, evaluations, and ongoing development are in place and support district vision, mission, and goals to increase educational excellence and educational equity.

3.3   The Superintendent develops and administers a fiscally responsible budget and educates the board on the district's budget, tax, levies, and other financial matters that affect the district. The Superintendent also assures adequate fiscal controls are in place and accounting procedures are followed that comply with annual audit recommendations.

Standard 4 - Family and Community Partnerships (ISLLC Standard Four Community and Families)
Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources
Quality Indicators

4.1   The Superintendent keeps the public informed of issues, needs, and operations of the school district.

4.2   The Superintendent fosters relationships and partnerships with media, business, political and service agencies, and organizations.

4.3   Sets the example of accepting diversity in: multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.

Standard 5 - Professional and Ethical Leadership (ISLLC Standard Five Ethical Behaviors)
Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.
Quality Indicators

5.1   A personal and professional code of ethics is demonstrated consistently.

5.2   The Superintendent accepts responsibility for the operation of the district and devotes the time and energy to do the job effectively.

Standard 6 - Governance and Legal Leadership (ISLLC Standard Six Political, Social, Economic and Legal Context)
Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.
Quality Indicators

6.1 Demonstrates, develops, and manages lines of communications with decision makers inside and outside the local school community to facilitate effective shaping of public policy to provide quality education for all students.

6.2 Regularly keeps the Board well informed within a relevant time frame and communicates significant concerns/issues to the Board immediately.

6.3 Develops and executes sound personnel and contractual procedures and practices, following Idaho Code and Board policy.

Standard 1.1: Visionary and Strategic Leadership

Quality Indicator 1: Promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning for the school district and keeps informed on issues regarding all aspects of the educational program.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
1U1) The Superintendent… Is unaware of, or, ignores district goals. Focuses on less than <u>all</u> student success.	1B1) The basic Superintendent … Applies an existing vision of learning aligned to district goals. Collaboratively revises a vision of learning that promotes success of all students based on relevant knowledge, and current theories.	1P1) The proficient Superintendent also… Consistently and effectively communicates to all stakeholders and the school board the district's vision of learning.	1D1) The distinguished Superintendent also… Collaboratively evaluates and modifies as necessary the district's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** An official process exists to revise the district's vision with input from key stakeholders **Evidence of Practice** Engages staff, students, and families in a collaborative process of reviewing the vision, mission, and goals **Evidence of Impact** N / A	**Evidence of Commitment** A plan exists for the consistent and effective communication of the vision to the school board and all stakeholders **Evidence of Practice** Employs strategies to clearly articulate the vision, mission, and goals to board members and all key stakeholders **Evidence of Impact** N / A	**Evidence of Commitment** A plan/process exists for the regular evaluation and, as necessary, modification of the district vision **Evidence of Practice** Uses ongoing evaluation strategies to determine if the vision, mission, and goals continue to meet the needs of the district **Evidence of Impact** N / A

Standard 1.2: Visionary and Strategic Leadership

Quality Indicator 2: The district vision, mission, goals, and implementation plans are regularly monitored, evaluated and revised.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
1U2) The Superintendent … Identifies no initiatives to motivate staff, students, and families to achieve the district's vision, mission, and goals.	1B2) The basic Superintendent… Operationalizes initiatives to motivate staff, students, and families.	1P2) The proficient Superintendent also… Analyzes the effectiveness of initiatives designed to motivate staff, students, and families.	1D2) The distinguished Superintendent also… Evaluates and modifies as necessary initiatives as well as the overall impact of the vision.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Has an implementation strategy in place to implement the plan for motivating staff, students, and families **Evidence of Practice** Understands and communicates the existing vision of learning, how it was created, and how it guides the district **Evidence of Impact** Staff, students, and families are motivated and work to achieve the district's vision, mission, and goals	**Evidence of Commitment** Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students, and families **Evidence of Practice** Regularly assesses how motivated stakeholders are to achieve mission, vision, and goals **Evidence of Impact** Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students, and families	**Evidence of Commitment** Has a process for evaluating and modifying the vision as necessary **Evidence of Practice** Uses evaluation data to guide changes in motivation strategies and monitors whether changes made have impact **Evidence of Impact** Vision positively impacts the district in helping to achieve its overall objectives

Standard 2.1: Instructional Leadership

Quality Indicator 1: Identifies and implements context-appropriate strategies for promoting educational excellence and equity for student achievement to staff, parents, and public.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U1) The Superintendent … Uses methods based on inappropriate strategies for promoting excellence and equity for some students.	2B1) The basic Superintendent … Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.	2P1) The proficient Superintendent also… Identifies implements and evaluates context-appropriate strategies.	2D1) The distinguished Superintendent also… Evaluates and modifies as necessary context-appropriate strategies as a part of a continuous process of improvement in the district.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Works collaboratively to identify and implement context-appropriate strategies **Evidence of Practice** Conducts building visits and analyzes rituals and routines in the district and community to determine overall culture Uses context appropriate strategies to promote excellence in the district and community culture **Evidence of Impact** Strategies are implemented for promoting excellence and equity for all students Leadership, staff, and key stakeholders work collaboratively to identify and implement context- appropriate strategies.	**Evidence of Commitment** Has appropriate strategies for promoting excellence and equity for all students and a positive culture in the district **Evidence of Practice** Uses strategies for clarifying context and works to determine the effectiveness of strategies **Evidence of Impact** Context-appropriate strategies positively impact the learning objectives of the district	**Evidence of Commitment** A process is in place to evaluate and modify as necessary context-appropriate strategies **Evidence of Practice** Evaluates data gathering strategies in regards to culture and context and makes necessary adjustments and modifies their impact **Evidence of Impact** Modified context-appropriate strategies positively impact the learning objectives of the district

Standard 2.2: Instructional Leadership

Quality Indicator 2: Ensures that efforts are consistent in implementing standards and assessment and leads a culture of high expectations for self, student, and staff performance.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U2) The Superintendent … Is unaware of existing instructional and assessment practices and the use of curricular materials at each level in the district.	2B2) The basic Superintendent … Collaboratively, with district leadership, monitors and promotes the collective implementation of effective instructional and assessment practices.	2P2) The proficient Superintendent also… Collaboratively, with district leadership, evaluates and institutes changes necessary to ensure effective instructional and assessment practices for high expectations.	2D2) The distinguished Superintendent also… Collaboratively, with district leadership, continuously monitors and evaluates for sustained improvement and growth of all students with increased expectations.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices **Evidence of Practice** Ensures curricular materials and how materials and practices are used to meet diverse needs are consistently reviewed Participates in teacher and leader planning sessions on instruction and assessment **Evidence of Impact** Instructional and assessment practices are effective at accommodating diverse needs of all students	**Evidence of Commitment** Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices **Evidence of Practice** Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices **Evidence of Impact** Revisions and modifications to effective instructional and assessment practices are effective	**Evidence of Commitment** A process is in place to continuously monitor and evaluate instructional and assessment practices **Evidence of Practice** Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students **Evidence of Impact** Students experience sustained improvement and growth

Standard 2.3: Instructional Leadership

Quality Indicator 3: Works with staff to maximize student achievement with comprehensive professional growth plans

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U3) The Superintendent … Has no growth plans in place for self or staff members.	2B3) The basic Superintendent … Promotes annual collaborative development of professional growth plans.	2P3) The proficient Superintendent also… Promotes alignment and application of all applied professional learning.	2D3) The distinguished Superintendent also… Ensures ongoing evaluation on the impact of applied professional learning.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Professional growth plans are collaboratively developed and aligned to school and district improvement plans **Evidence of Practice** Engages in collaborative meetings regarding professional growth and has established processes and strategies for review of said plans **Evidence of Impact** Leadership and staff collaboratively develop annual professional growth plans	**Evidence of Commitment** Professional learning is aligned and applied **Evidence of Practice** Uses strategies to determine that new learning is shared and applied in buildings and classrooms **Evidence of Impact** Leadership and staff align and apply all professional learning	**Evidence of Commitment** Applied professional learning is evaluated **Evidence of Practice** Cultivates a system of evaluation to determine that best practices are shared among staff **Evidence of Impact** Leadership and staff conduct ongoing evaluation on the impact of applied professional learning

Standard 3.1: Management and Organizational Leadership

Quality Indicator 1: The Superintendent keeps informed on the needs of the school programs, facilities, equipment, and supplies and uses sound educational and managerial judgment in making decisions and recommendations regarding these needs. When recommendations are made for board consideration ample information is provided to enable the board to make good decision.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U1) The Superintendent … Implements no appropriate structures, policies, and procedures to support the district's vision, mission, and goals.	3B1) The basic Superintendent ... Monitors and analyzes the effectiveness of structures, policies, and procedures. Is aware of immediate need of programs, facilities, equipment, and supplies. Provides basic information to board.	3P1) The proficient Superintendent also… Evaluates and modifies appropriate structures, policies, and procedures. Has long term plan in place for needs of programs, facilities, equipment, and supplies.	3D1) The distinguished Superintendent also… Has a systemic process for ongoing improvement of facilities, equipment, supplies. Structures, policies, and procedures to ensure the district's vision, mission, and goals are achieved. Engages board in information needed for good decision making.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Structures, policies, and procedures are monitored and analyzed **Evidence of Practice** Regularly reviews structures, policies, and procedures with staff, student representatives, and parents Ensures a method for communicating policies and procedures are in place **Evidence of Impact** Effectively implemented structures, policies and procedures support key issues like district safety, retention, etc.	**Evidence of Commitment** Structures, policies and procedures are evaluated and modified as appropriate **Evidence of Practice** With collaborative input, makes determinations on effectiveness and modifies as necessary **Evidence of Impact** Improved structures, policies, and procedures support key issues like district safety, retention, etc.	**Evidence of Commitment** Structures, policies and procedures are improved using a systemic process **Evidence of Practice** Creates a process across the system to conduct ongoing evaluation and improvement **Evidence of Impact** Continuously improved structures, policies, and procedures support key issues like district safety, retention, etc.

Standard 3.2: Management and Organizational Leadership

Quality Indicator 2: Maintains good oversight on all district employees ensuring that compliance with hiring policies, evaluations, and ongoing development are in place and support district vision, mission, and goals to increase educational excellence and educational equity.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U2) The Superintendent … Breaks down trust with district leadership and staff.	3B2) The basic Superintendent … Evaluates and develops district leaders and staff in their collective commitment to the district's priorities and educational equity.	3P2) The proficient Superintendent also… Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity.	3D2) The distinguished Superintendent also… Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity.
	Professional Frames		
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Promotes an effective evaluation process to confirm appropriate credentials, improve practice, and build collective commitment **Evidence of Practice** Accurately collects data on performance and provides constructive feedback that builds collective commitment around improvement of student learning Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback **Evidence of Impact** Leadership and staff participate in the evaluation process and are collectively committed to priorities and educational equity	**Evidence of Commitment** Ensures a collaborative process is in place that builds consensus around district priorities **Evidence of Practice** Collaboratively engages with district leadership and staff in setting priorities based on student learning needs and uses constructive feedback to promote educational equity **Evidence of Impact** Leadership and staff collaborate to set priorities and promote educational equity	**Evidence of Commitment** Ensures an effective evaluation process to continuously improve performance and build collective commitment **Evidence of Practice** Engages in intentional strategies to formatively develop leadership in staff, using leadership teams, and other distributive leadership structures **Evidence of Impact** Leadership and staff improve practice and increase their shared leadership and collective commitment to priorities and educational equity

Standard 3.3: Management and Organizational Leadership

Quality Indicator 3: The Superintendent develops and administers a fiscally responsible budget and educates the board on the district's budget, tax, levies, and other financial matters that affect the district. The Superintendent also assures adequate fiscal controls are in place and accounting procedures are followed that comply with annual audit recommendations.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U3) The Superintendent … Administers fiscally irresponsible budget, ignores fiscal controls, and audit recommendations.	3B3) The basic Superintendent … Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.	3P3) The proficient Superintendent also… Has long range plan for fiscal management of the district's vision, mission, and long range goals.	3D3) The distinguished Superintendent also… Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Policies and procedures are implemented for equitable use of resources **Evidence of Practice** Maintains accurate budget and expenditure data and bases decisions on personnel hiring and fiscal expenditures on priorities of the district **Evidence of Impact** Policies and procedures on the use of resources support student learning	**Evidence of Commitment** Policies and procedures are monitored and analyzed **Evidence of Practice** Establishes structures and methods for careful analysis of resource use and determines equitable use of resources **Evidence of Impact** Resources are effectively used to support student learning	**Evidence of Commitment** Policies and procedures are continuously developed and improved to ensure equitable use of resources **Evidence of Practice** Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively **Evidence of Impact** Improvement on the use of resources is continuously monitored to ensure the support of student learning

Standard 4.1: Family and Community Partnerships

Quality Indicator 1: The Superintendent keeps the public informed of issues, needs, and operations of the school district.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U1) The Superintendent … Has no outreach to family and community, and provides little resources, research, and public information to support and positively affect learning throughout the district.	4B1) The basic Superintendent…. Creates opportunities to bring together family and community, available resources, research, and public information.	4P1) The proficient Superintendent also… Monitors and analyzes strategies for bringing together family and community, available resources, research, and public information.	4D1) The distinguished Superintendent also… Evaluates and modifies as needed strategies for bringing together family and community, available resources, research, and public information.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** N / A **Evidence of Practice** Reviews relevant research and public information and becomes familiar with current strategies for bringing together family and community Establishes calendar to regularly gather key stakeholders, ensuring the purpose, and objective has been identified and communicated clearly **Evidence of Impact** Family and community come together to support education in the district and have the necessary information to do so	**Evidence of Commitment** N / A **Evidence of Practice** Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary **Evidence of Impact** Family and community assist in analyzing the support of education	**Evidence of Commitment** N / A **Evidence of Practice** Evaluates the effectiveness of strategies used to bring together community, resources and information and modifies strategies as necessary to increase effectiveness **Evidence of Impact** Family and community, available resources, research and public information improves in its impact on education in the district

Standard 4.2: Family and Community Partnerships

Quality Indicator 2: The Superintendent fosters relationships and partnerships with media, business, political and service agencies, and organizations.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U2) The Superintendent … Exhibits very little visibility and active involvement across the district in order to understand and accommodate diverse district and community interests and needs in support of the vision, mission, and goals.	4B2) The Basic Superintendent…. Maintains high visibility and active involvement across the district.	4P2) The proficient Superintendent also… Monitors and analyzes the impact of their visibility and active involvement.	4D2) The distinguished Superintendent also… Consistently determines and uses areas for visibility and active involvement that yield the highest impact.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** N / A **Evidence of Practice** Establishes a process and maintains high visibility and active involvement, building relationships with key stakeholders in the community **Evidence of Impact** Relationship with community is positive and supports the accommodation of diverse needs	**Evidence of Commitment** N / A **Evidence of Practice** Monitors the effectiveness of strategies for high visibility and active involvement to determine their overall impact **Evidence of Impact** Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs	**Evidence of Commitment** N / A **Evidence of Practice** Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs **Evidence of Impact** High impact areas are used to expand the support of education in the district

Standard 4.3: Family and Community Partnerships

Quality Indicator 3: Sets the example of accepting diversity in: multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U3) The Superintendent … Lacks awareness of multicultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.	4B3) The basic Superintendent … Develops a sustained approach to improve and maintain a positive district culture for learning for all.	4P3) The proficient Superintendent also… Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation that capitalize on multiple aspects of diversity to meet the learning needs of all students.	4D3) The distinguished Superintendent also… Consistently promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation. And demonstrates this through consistent actions with all.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Maintains plans and documentation on the use of existing community resources **Evidence of Practice** Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas **Evidence of Impact** Student achievement is positively impacted by the use of resources	**Evidence of Commitment** A process exists to monitor and analyze the issues of multicultural awareness, gender sensitivity, and racial and ethnic appreciation **Evidence of Practice** Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems **Evidence of Impact** Student achievement is positively impacted by the monitoring and analysis of the use of resources	**Evidence of Commitment** A plan is maintained for teaching multicultural awareness, gender sensitivity, and racial and ethnic appreciation **Evidence of Practice** Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain these resources **Evidence of Impact** Student achievement improves based on the use of high impact community resources

Standard 5.1: Professional and Ethical Leadership.

Quality Indicator 1: A personal and professional code of ethics is demonstrated consistently

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
5U1) The Superintendent … Does not demonstrate respect for others, honor confidentiality, or engage in honest interactions.	5B1) The basic Superintendent … Maintains consistent respect for others, honors confidentiality, and engages in honest interactions.	5P1) The proficient Superintendent also… Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality, and engaging in honest interactions.	5D1) The distinguished Superintendent also… Models behavior to ensure respect for others, the honoring of confidentiality, and engaging in honest interactions.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Maintains district records and a code of conduct in an honest and ethical manner Understands ethical principles as they apply to district records, policies, procedures, etc. **Evidence of Practice** Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism **Evidence of Impact** Leadership, teachers, parents, and staff routinely experience honest interactions based on ethical and legal principles	**Evidence of Commitment** Documents own progress regarding ethical and honest practice **Evidence of Practice** Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning **Evidence of Impact** Leadership, teachers, parents, and staff offer feedback regarding honest interactions based on ethical and legal principles	**Evidence of Commitment** Maintains a district code of conduct that encourages honest and ethical practice **Evidence of Practice** Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students **Evidence of Impact** Leadership and staff engage in honest interactions based on ethical and legal principles

Standard 5.2: Professional and Ethical Leadership

Quality Indicator 2: The Superintendent accepts responsibility for the operation of the district and devotes the time and energy to do the job effectively

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
5U1) The Superintendent … Does not provide for continuous improvement of the operational system and is inconsistent with time and energy devoted to work	5B1) The basic Superintendent … Uses effective tools such as time management, problem-solving skills, and knowledge of strategic, long-range, and operational planning to improve the operational system.	5P1) The proficient Superintendent also… Improves the operational system on a continuous basis by using appropriate tools in effective ways.	5D1) The distinguished Superintendent also… Encourages others to apply tools effectively to improve the operational systems in their areas of responsibility and for the district.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Conducts operational reviews on a regular basis **Evidence of Practice** Conducts reviews of the tools to improve the operational system **Evidence of Impact** Leadership is more effective in use of time to continuously improve operation of the district	**Evidence of Commitment** Documents own progress regarding use of time management and problem solving skills **Evidence of Practice** Evaluates and reflects on their own effectiveness in regards to effective use of as time management, problem-solving skills, and knowledge of strategic, long-range, and operational planning **Evidence of Impact** Leadership, teachers, parents and staff offer feedback regarding operation of district	**Evidence of Commitment** Maintains a district code of conduct that encourages honest and ethical practice **Evidence of Practice** Is a model of best practices that promotes a culture of professionalism among all staff ensuring that the learning environment is continually improving **Evidence of Impact** Leadership and staff engage in honest interactions and plan together for more efficiencies in operational improvement

Standard 6.1: Governance and Legal Leadership

Quality Indicator 1: Demonstrates, develops, and manages lines of communications with decision makers inside and outside the local school community to facilitate effective shaping of public policy to provide quality education for all students.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U1) The Superintendent … Is un aware of the influence of larger political, social, economic, legal, and cultural issues	6B1) The basic Superintendent … Analyzes the influence of larger political, social, economic, legal, and cultural issues and can apply appropriate research methods to impact the school and district context.	6P1) The proficient Superintendent also… Synthesizes the influence of larger political, social, economic, legal, and cultural issues.	6D1) The distinguished Superintendent also… Evaluates the influence of larger political, social, economic, legal, and cultural issues.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Maintains appropriate research on political, social, economic, legal, and cultural issues **Evidence of Practice** Is knowledgeable about state and federal rules and guidelines as they apply to learning in their community Creates general awareness among district leadership staff and Board members on the impact of political issues in the community **Evidence of Impact** N / A	**Evidence of Commitment** Has updated and synthesized information or research on political, social, economic, legal, and cultural issues **Evidence of Practice** Brings together various research and new learning to create better learning conditions throughout the district **Evidence of Impact** N / A	**Evidence of Commitment** Provides continuous information, research and evaluation on the political, social, economic, legal, and cultural issues **Evidence of Practice** Continually conducts evaluation and monitoring to determine how broader state and federal guidelines apply to learning in their community **Evidence of Impact** N / A

Standard 6.2: Governance and Legal Leadership

Quality Indicator 2: Regularly keeps the Board well informed within a relevant time frame and communicates significant concerns/issues to the Board immediately.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U2) The Superintendent … Shows disregard for Board Members and /or the role of governance of the Board.	6B2) The basic Superintendent … Communicates with members of the School Board and community concerning potential trends, issues, and changes in a timely fashion.	6P2) The proficient Superintendent also… Consistently communicates with members of the School Board and community concerning trends, issues, and changes. Knows what urgent issues need to be communicated immediately and does so consistently.	6D2) The distinguished Superintendent also… Evaluates and modifies as needed communication with members of the School Board and the community.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Gathers relevant information for consistent Board communication and correspondence **Evidence of Practice** Conducts effective updates to Board members by communicating in ways that non-educators can understand **Evidence of Impact** School board members receive relevant information about trends, issues, and changes	**Evidence of Commitment** Maintains information for Board communication and correspondence **Evidence of Practice** Conducts regular sessions with Board members on relevant issues and trends as they impact education in the community **Evidence of Impact** School board members receive effective communication and information on a regular and ongoing basis	**Evidence of Commitment** Evaluates and documents any changes in communicating information and Board correspondence **Evidence of Practice** Conducts surveys and focus groups with Board members and community stakeholders to determine the effectiveness of their communication **Evidence of Impact** School board members receive improved communication on a regular and ongoing basis

Standard 6.3: Governance and Legal Leadership

Quality Indicator 3: Develops and executes sound personnel and contractual procedures and practices, following Idaho Code and Board policy.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U3) The Superintendent … Is unaware of policies and resources at local, state, and federal levels are important to educational practices	6B3) The basic Superintendent … Is aware of policies and resources at local, state, and federal levels that would help ensure equity of the educational experience for each student in the district. Designs policies and identifies resources at local, state, and federal levels.	6P3) The proficient Superintendent also… Advocates for policies and the application of resources at local, state, and federal levels.	6D3) The distinguished Superintendent also… Evaluates and modifies as necessary strategies used to advocate for policies and apply resources at local, state, and federal levels.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	**Evidence of Commitment** Maintains policies and identifies resources at the local, state and federal level **Evidence of Practice** Compares policies with existing inequities in the education system in their district Holds regular trainings for Board and district personnel on new Idaho laws, rules or Board policy **Evidence of Impact** Resources at local, state, and federal levels ensure equity of the educational experience for each student in the district	**Evidence of Commitment** Maintains documentation on the Application of resources at the local, state, and federal level **Evidence of Practice** Effectively communicates and advocates for policies to address inequities in the education system **Evidence of Impact** Application of resources at local, State, and federal levels ensure equity of the educational experience for each student in the district	**Evidence of Commitment** Evaluates and recommends to the Board policies and strategies for use of resources at the local, state, and federal level **Evidence of Practice** Studies the impact of policies and the application of resources and adjusts as needed to increase their impact **Evidence of Impact** Policies and resources improve the equity of the educational experience for each student in the district

Significant Achievements and Next Level of Work

    a. List other significant achievements accomplished throughout the year.

    b. Identify areas of excellence.

    c. Identify areas of growth or needed improvement.
        Continued improvement in communication with Board and public, management, preparation, follow thru.

Summary and Reporting

		Score	Comments
1	**Vision and Strategic Leadership**		
1.1	Develop and Articulate a Vision		
1.2	Implement and Steward a Vision		
	Average of rows 1.1 and 1.2		
2	**Instructional Leadership**		
2.1	Promote Positive School Culture		
2.2	Provide Effective Instructional Program		
2.3	Ensure Comprehensive Professional Growth Plans		
	Average of rows 2.1and 2.2 and 2.3		

3	**Management of Organizational Leadership**		
3.1	Manage the Organizational Structure		
3.2	Lead Personnel		
3.3	Manage Resources		
	Average of rows 3.1 and 3.2 and 3.3		
4	**Collaboration with Families and Stakeholders**		
4.1	Collaborate with Families and Other Community Members		
4.2	Respond to Community Interests and Needs		
4.3	Mobilize Community Resources		
	Average of rows 4.1 and 4.2 and 4.3		

5	**Ethics and Integrity**	Score	
5.1	Code of Ethics		
5.2	Personal and Professional Responsibility		
	Average of rows 5.1 and 5.2		
6	**Governance and Legal Leadership**		
6.1	Demonstrates Communication and Policy		
6.2	Keeps Board Informed		
6.3	Follows Procedures and Practices		
	Average of rows 6.1 and 6.2 and 6.3		
	Total		

Student Achievement Goal	1	2	3	4	
33% of Evaluation					

Student achievement is based on 2016 graduation rates or progress toward graduation if evaluation needs to be sent to Department of Education prior to end of school.

1. 69% or less graduating
2. 70% – 79% graduating
3. 80% - 89% graduating
4. 90% or better graduating

Staff Perception	Not Effective	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	
	1	2	3	4	5	

Board Comments:

Superintendent's Comments:

Board Chair Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

Evaluation Period: _____ **to** _____

FORMS APPENDIX

This appendix contains the blank forms and other materials a Board may find useful in the Superintendent Evaluation process.

Page Number   Contents

Superintendent Standards Ranking Form

		Board Member Report					Average
		A	B	C	D	E	
1	**Vision and Strategic Leadership**						
1.1	Develop and Articulate a Vision						
1.2	Implement and Steward a Vision						
	Average of rows 1.1 and 1.2						
2	**Instructional Leadership**						
2.1	Promote Positive School Culture						
2.2	Provide Effective Instructional Program						
2.3	Ensure Comprehensive Professional Growth Plans						
	Average of rows 2.1and 2.2 and 2.3						
3	**Management of Organizational Leadership**						
3.1	Manage the Organizational Structure						
3.2	Lead Personnel						
3.3	Manage Resources						
	Average of rows 3.1 and 3.2 and 3.3						
4	**Collaboration with Families and Stakeholders**						
4.1	Collaborate with Families and Other Community						
4.2	Respond to Community Interests and Needs						
4.3	Mobilize Community Resources						
	Average of rows 4.1 and 4.2 and 4.3						

5	**Ethics and Integrity**	A	B	C	D	E		
5.1	Code of Ethics							
5.2	Personal and Professional Responsibility							
	Average of rows 5.1 and 5.2							
6	**Governance and Legal Leadership**							
6.1	Demonstrates Communication and Policy							
6.2	Keeps Board Informed							
6.3	Follows Procedures and Practices							
	Average of rows 6.1 and 6.2 and 6.3							
	Total							

Progress Toward Goals: Superintendent Goals, Targets and Standards

Please list 2-3 targets and measurable outcomes the Superintendent will meet that are linked to the district goals and leadership standards. These are to be accomplished during the next 12 months and are objectives that will best move the system forward in achieving the district's long term goals. A periodic update is included and should be used several times over the course of the year.

1. Goal: _____

   Target: _____

   Linked to Identified Standard: _____

   Comments: _____

2. Goal: _____

   Target: _____

   Linked to Identified Standard: _____

   Comments: _____

Superintendent Goal Update Report to Board of Trustees

GOAL(S):   Strategic Plan
Technology Plan
Policy Review Committee

TARGET #:

MEASUREABLE OUTCOME	**UPDATE 1: July 1st**	**UPDATE 2: November 1st**	**UPDATE 3: February 1st**

SUMMATIVE EVALUATION:

Survey Questions:

Staff Survey

(Survey will count for 7% of evaluation)

Pick one choice for each question:

1. **Strongly Disagree**
2. **Disagree**
3. **Agree**
4. **Strongly Agree**

Survey Questions

1. The Superintendent is readily available.
2. The Superintendent responds in a timely manner to issues and concerns.
3. The Superintendent is visible within buildings and at school events.
4. The Superintendent is supportive of staff and administration.
5. What specific concerns would you like to have the Superintendent address?
6. Do you feel the Superintendent has provided adequate communication to you about District events and issues?
7. Please share any additional methods of communication that you would find helpful.
8. Overall performance as Superintendent.

The Superintendent is evaluated on the progress of the District as a whole.

9. What areas of concern do you have concerning District operations?
10. What areas do you feel are successful in the District?
11. Any other suggestions or comments concerning the District?

Parent Survey

<u>Survey Questions</u>

1. The Superintendent is readily available.
2. The Superintendent responds in a timely manner to issues and concerns.
3. Do you feel the Superintendent has provided adequate communication to you about District events and issues?
4. What specific concerns would you like to have the Superintendent address?
5. Do you feel the Superintendent has provided adequate communication to you about District events and issues?
6. Please share any additional methods of communication that you would find helpful.
7. Overall performance as Superintendent.

The Superintendent is evaluated on the progress of the District as a whole.
8. What areas of concern do you have concerning District operations?
9. What areas do you feel are successful in the District?
10. Any other suggestions or comments concerning the District?

Administration

<u>Survey Questions</u>

1. The Superintendent is readily available.
2. The Superintendent responds in a timely manner to issues and concerns.
3. Do you feel the Superintendent has provided adequate communication to you about District events and issues?
4. What specific concerns would you like to have the Superintendent address?
5. Do you feel the Superintendent has provided adequate communication to you about District events and issues?
5. Please share any additional methods of communication that you would find helpful.
6. Overall performance as Superintendent.

The Superintendent is evaluated on the progress of the District as a whole.
7. What areas of concern do you have concerning District operations?

8. **What areas do you feel are successful in the District?**
9. **Any other suggestions or comments concerning the District?**

Possible Sources of Evidence

Standard 1: Visionary and Strategic Leadership

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the Superintendent… Lacking……	For the basic Superintendent… Level one and…….	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			
• Documentation exists on how the vision, mission, and goals were developed • Strategies for learning about and respecting the established rituals and routines of the district and community • Posted vision, mission, and goals of the district • Documentation of links of vision, mission, and goals to needs of students and community • Research on motivation strategies for achieving vision, mission, and goals	• Meeting notes or other documentation regarding the collaborative process of creating and implementing vision, mission, and goals • Documented revisions made to the vision, mission, and goals • Regular updates on progress made toward building goals • Documented progress on initiation strategies • Strategies for collaboratively developing and implementing vision, mission, and goals	• Documented strategies for communicating vision, mission, and goals • Newsletters, website, memo, articles, etc. • List of all key stakeholders that have received directed communication about vision, mission, and goals • Use of different methods of determining overall buy-in of key stakeholders • Data gathered on effectiveness of communicating about vision, mission, and goals • Use of data to determine appropriate school goals and priority areas • Continuous and sustained improvement aligned to vision, mission, and goals	• Data gathered on the appropriateness and relevance of the vision, mission, and goals • Documentation of revisions made to vision, mission, and goals • Documentation of process of revising vision, mission, and goals • Impact data on effectiveness of revisions • Evaluates buy-in from key stakeholders • Strategies to monitor and evaluate progress on achieving school goals • Documented evaluation strategies • Documented examples of how key stakeholders support and further progress on vision, mission, and goals

Standard 2: Instructional Leadership

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the Superintendent… Lacking……	For the basic Superintendent… Level one and…..	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			

• Data from building observations supervising instruction and to confirm growth in student learning • Input gathered from focus groups or surveys about school culture • Reflections on community rituals and routines and their impact on learning • Observation data to determine current instruction and assessment practices • Research on effective instruction and assessment practices • Inventory of curricular materials • Assessment of diverse needs of students • Strategies to include professional growth in efforts to align activities to school improvement • List of strategies and procedures related to professional growth plans	• List of context appropriate strategies that maximize time spent on instruction • Culture and profile data that highlights collaboration, learning, and high expectations • Uses observation data to monitor collective implementation of instructional strategies • Minutes, agendas, data from teacher meetings focused on student data • Data related to professional growth plans and their alignment to district improvement • Research on trends in education leadership and effective instruction • Strategies to develop the instructional capacity of staff	• Effectiveness data on the use of instruction strategies • Data confirming the use of the highly effective and appropriate technology to support student learning • Student data related to instruction and assessment practices • Documented changes and improvement of instructional practice • Creates a culture of best practice among staff • Examples of professional learning impacting student learning • Inventory of best practices, and a rigorous and coherent curricular program • Documentation of the application of new learning and skills to address student needs • Description of the accountability system to monitor student progress	• Any evaluation data related to culture and context • List of modifications and changes based on data regarding the impact of the district's instructional program • Descriptive data on the effectiveness of the learning environment • Student trend data showing improvement and growth over time • Personnel data documenting improvement of leadership and teacher practice resulting in improved student performance • Uses strategies to determine the impact of professional growth on student performance • Documentation on the system of evaluating instructional programs • Student performance data relevant to the district's instructional programs

Standard 3: Management and Organizational Leadership

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel and resources in a way that promotes a safe, efficient and effective learning environment.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the Superintendent… Lacking…..	For the basic Superintendent… Level one and……	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			

• Intentional alignment of all structures, policies and procedures to vision, mission, and goals • Handbooks supporting vision, mission, and goals • Various forms of communication that demonstrate respectful, honest language • Documented communication demonstrating accuracy and consistency • Inventory of materials supporting student learning • Priorities as established in the vision, mission, and goals • Strategies for protecting the welfare and safety of students and staff • Data confirming the equitable allocation and distribution of resources • Profiles on staff indicating strengths • Documentation related to the evaluation process	• Strategies to determine the effectiveness of management strategies • Calendar of reviews of performance of staff • Strategies used to determine effectiveness of performance • Examples of strategies for listening to different points of view • Meeting notes highlighting the collaborative process • Documented follow-up with leadership and staff on various issues • Documentation like budgets, long-range planning • List of resource allocation • Any data regarding the obtaining, allocating, aligning, and efficient use of resources • Data confirming that strategies for protecting welfare and safety are effective • Management strategies that ensure time is focused to support quality instruction and student learning • Data confirming the evaluation process is improving practice	• Evaluation and analysis data on improved practices of teachers resulted in improved student learning • Evaluation and analysis data on effective management • Notes from collaborative meetings indicating shared leadership • Documentation of collective commitment of staff • Criteria for determining equitable use of resources • Analysis structures and methods indicating effective management strategies • Examples of strategies and methods for building distributed leadership • Process for continually evaluating the effectiveness of structures and policies	• Data indicating ownership for modifications using a collaborative process • Documentation of system-wide process of continual evaluation and revisions • Documentation of ongoing improvement in management and leadership • Feedback and follow-up with staff • Documentation of leadership teams and other distributive leadership structures • Examples of increased instructional capacity of staff • Collaborative meeting documentation • Data confirming the improved effectiveness of the management and operational systems

Standard 4: Family and Community Partnerships

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the Superintendent… Lacking	For the basic Superintendent… Level one and…..	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			
• Past documentation of district-wide and community-based events and activities • Relevant research and public information impacting district culture and student learning • Documentation of strategies for being visible and involved • List of community interests and needs • Accurate understanding of district goals and needs • Data on student achievement and their alignment to goals and needs • Inventory of resources available as potential solutions to district problems • Benchmarking of evidence that district goals are achieved • Data pertinent to the educational environment • Collaboration strategies • Awareness of key community stakeholders • Inventory of community resources	• Calendar of events demonstrating district and community collaboration • Clear purpose and intent of activities and how they support learning • Calendar and daily schedule documenting visibility and involvement efforts • Accurate district budget demonstrating areas of need • Inventory of available resources • Documentation of resources used to address specific problems • Examples of building positive relationships with key stakeholders and caregivers • Examples of community resources addressing school issues • Long-range planning for how to address school priorities with existing community resources	• Documentation of process used to evaluate the impact of community • Documentation of collaborative strategies used between district and community • Effectiveness data on visibility and involvement • Documentation of analysis and impact on improvements in the district • Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers • Data on services provided by community agencies • Data on improvements in student learning as impacted by community resources • Examples of promoting, understanding, appreciating and using the community's diverse resources	• Monitoring strategies to determine effectiveness • Evaluation data on student impact • Modifications made to strategies that promote district and community collaboration • Data on the process of engaging community input and buy-in • Community interests and needs addressed through involvement and visibility • Use of resources to meet specific school problems and support student achievement • Inventory of community resources and their direct impact on the district • Documentation of the impact of resources on specific problems and in support of student achievement

Standard 5: Professional and Ethical Leadership

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the new Superintendent… Lacking….	For the developing Superintendent… Level one and……	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			
• Documented use of language demonstrating respect when addressing leadership staff, students, and families • Examples of how all sensitive information is kept confidential • Examples of communication that uses clear and accurate language • Strategies for safeguarding the values of democracy, equity, and diversity • Policies and procedures that demonstrate fairness and respect • Examples of district campaigns and student events promoting respect • Office referral data indicating improved student behavior	• Examples of the district's code of conduct and handbooks promoting mutual respect • Strategies for maintaining confidentiality • Examples of communication demonstrating clarity, honesty, and respect • Policies and procedures that promote social justice • Strategies ensuring that student needs inform all aspects of schooling • Identify and communicate trends and research relevant to the school's educational programming • Ensure a system of accountability for every student's academic and social success	• Continual process for evaluating the culture of the school to ensure mutual respect • Handbook and Codes of Conduct revisions and their impact • Examples of ways that ethical behavior, reflective practice, transparency, and honest have been modeled • Survey data indicating a positive, professional and respectful culture exists • Continual strategies for evaluating the school's system of accountability ensuring every student's academic and social success • Strategies for addressing trends and research relevant to the learning of students in the school • Examples of behaviors demonstrating advocacy for children, families, and caregivers	• Revisions and modifications made based on survey data • Examples of ethical and honest behaviors in staff • Examples of indications of a positive, professional culture • Strategies for evaluating the moral and legal consequences of decisions • Collaborative process to revise handbooks and codes of conduct • Collaborative process for addressing school issues and problems • Examples of ways local, district and/or state policies were influenced to benefit the learning of students in the school

Standard 6: Governance and Legal Leadership

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
For the Superintendent…	For the basic Superintendent…	For the proficient Superintendent…	For the distinguished Superintendent…
Possible Sources of Evidence			
• Participates in ongoing learning specific to the political context of education • Examples of research and issues • Federal and state guidelines • Conducts demographic and socio-economic analysis of the community, and its relationship to student learning • Community data • Trend and issue data • Local policies and resources • Data on which groups of students are achieving at low levels and investigates why • Data related to inequities in the local education system • Inventory of available resources	• Applies research and new learning to shaping the education of their community • Relevant and appropriate research • Polices, protocols, etc. informed by research and political trends • Meeting notes with community agencies and groups to advocate for education • Board agenda and minutes • Calendar documenting community meetings • Collaborative mechanisms for the design of policies • List of relevant policies	• Brings together various research and new learning to create better learning conditions throughout the district • Survey data • Feedback from staff • Research items or legislature • Meeting notes with community groups and agencies to advocate for education • Board agenda and minutes • Calendar documenting community meetings • Application of resources in ways that address inequities in the education system • Meeting agendas and minutes • Budgets reflecting application of resources	• Evaluation data on the impact of new research and learning, and how well it accelerates student performance throughout the district • Evaluation and monitoring data • Inventory of resources available as potential solutions to school problems • Adjusts strategies as needed to increase the effectiveness of communication and degree of advocacy • Changes in strategies • Survey or focus group data • Studies on the impact of policies and the application of resources • Impact data • Changes in policy