

Superintendent Appraisal Instrument
(Based on Texas Professional Standards for the Superintendency)

Superintendent: _____

School District: _____

School Board President: _____

School Year: _____

Directions: The domain ratings should reflect the consensus of the board. Comments on each domain are encouraged; however, should a score of “below expectations” be awarded for any domain, comments must be provided that clearly specify the reasons for the score along with suggestions for improvement.

Standard 1: Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- 1.1 Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 1.2 Implement policies and procedures that encourage all district personnel to comply with §247.2 of this title, (relating to the Code of Ethics and Standard Practices for Texas Educators).
- 1.3 Serve as an articulate spokesperson for the importance of education to a free democratic society.
- 1.4 Enhance teaching and learning by participation in quality professional development activities, study of current professional literature and research, and interaction with the district's staff and students.
- 1.5 Maintain personal physical and emotional wellness.
- 1.6 Demonstrate the courage to be a champion for children.

____ **Exceeds Expectations**

____ **Meets Expectations**

____ **Below Expectations**

Comments: _____

Standard 2: Learner-Centered Leadership and District Culture. A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 2.1 Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance.
- 2.2 Facilitate the development and implementation of a shared vision that focuses on teaching and learning.
- 2.3 Implement strategies for the involvement of all stakeholders in planning processes and facilitate planning between constituencies.
- 2.4 Conduct and analyze district/school climate inventories for effective, responsive decision-making.
- 2.5 Institute and monitor planning processes that include strategies designed to ensure the accomplishment of district goals and objectives to achieve the district's vision.
- 2.6 Facilitate the use and allocation of all available resources to support the implementation of the district's vision and goals.
- 2.7 Recognize and celebrate contributions of staff and community toward realization of the district's vision.
- 2.8 Demonstrate an awareness of emerging issues and trends affecting the education community.
- 2.9 Encourage and model innovative thinking and risk-taking and view problems as learning opportunities.

2.10 Promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

___ **Exceeds Expectations**

___ **Meets Expectations**

___ **Below Expectations**

Comments: _____

Standard 3: Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

- 3.1** Develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified district, campus, and/or staff need.
- 3.2** Facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation.
- 3.3** Implement strategies to enhance professional capabilities at the district and campus level to ensure support for a continuum of services and programming.
- 3.4** Deliver effective presentations and facilitate the learning of both small and large groups.
- 3.5** Implement effective strategies for the recruitment, selection, induction, development, and promotion of staff.
- 3.6** Develop and institute comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
- 3.7** Demonstrate use of district and staff evaluation data for personnel policy development and decision making.
- 3.8** Demonstrate and apply knowledge of certification requirements and standards.
- 3.9** Diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

___ **Exceeds Expectations**

___ **Meets Expectations**

___ **Below Expectations**

Comments: _____

Standard 4: Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

- 4.1** Define and apply the general characteristics of internal and external political systems to the educational organization.
- 4.2** Demonstrate and apply appropriate knowledge of legal issues affecting education.
- 4.3** Provide leadership in defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationships.
- 4.4** Develop and utilize a systematic means for communication of pertinent information to members of the board.
- 4.5** Provide the board with periodic data regarding student performance.
- 4.6** Determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making.
- 4.7** Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.
- 4.8** Utilize legal systems to protect the rights of students and staff and to improve learning opportunities.
- 4.9** Apply laws, policies, and procedures fairly, wisely, and considerately.

4.10 Access state and national political systems to provide input on critical educational issues.

___ **Exceeds Expectations**

___ **Meets Expectations**

___ **Below Expectations**

Comments: _____

Standard 5: Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 5.1** Develop and implement an effective and comprehensive district internal and external communications plan and public relations program.
- 5.2** Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- 5.3** Establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
- 5.4** Implement effective strategies to systematically communicate with and gather input from all stakeholders in the district.
- 5.5** Communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community.
- 5.6** Develop and utilize formal and informal techniques to obtain accurate perceptions of the district staff, parents, and community.
- 5.7** Use effective consensus building and conflict management skills.
- 5.8** Articulate the district's vision and priorities to the community and to the media.
- 5.9** Influence the media by utilizing proactive communication strategies that serve to enhance and promote the district's vision.
- 5.10** Communicate an articulate position on educational issues.
- 5.11** Demonstrate effective and forceful writing, speaking, and active listening skills.

___ **Exceeds Expectations**

___ **Meets Expectations**

___ **Below Expectations**

Comments: _____

Standard 6: Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 6.1** Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
- 6.2** Implement processes for gathering, analyzing, and using data for informed decision-making.
- 6.3** Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- 6.4** Develop, implement, and evaluate change processes for organizational effectiveness.
- 6.5** Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the district.
- 6.6** Apply legal concepts, regulations, and codes for school district operations.
- 6.7** Perform effective budget planning, management, account auditing, and monitoring and establish district procedures for accurate and effective fiscal reporting.

- 6.8 Acquire, allocate, and manage resources according to district vision and priorities.
- 6.9 Manage one's own time and the time of others to maximize attainment of district goals.
- 6.10 Use technology to enhance school district operations.

___ Exceeds Expectations ___ Meets Expectations ___ Below Expectations

Comments: _____

Standard 7: Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

- 7.1 Apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective district curricular decisions.
- 7.2 Implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning.
- 7.3 Implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the district.
- 7.4 Develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment.
- 7.5 Evaluate and provide direction for improving district curriculum in ways that are based upon sound, research-based practices.
- 7.6 Facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students.
- 7.7 Facilitate the use of creative, critical thinking, and problem solving tools by staff and other school district stakeholders.
- 7.8 Facilitate the effective coordination of district and campus curricular and extracurricular programs.

___ Exceeds Expectations ___ Meets Expectations ___ Below Expectations

Comments: _____

Standard 8: Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a district culture and instructional program conducive to student learning and staff professional growth.

- 8.1 Apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the district's vision.
- 8.2 Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
- 8.3 Facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice.
- 8.4 Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
- 8.5 Plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership and scholastic needs.

- 8.6 Institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
- 8.7 Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services.
- 8.8 Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning.
- 8.9 Develop, implement, and evaluate change processes to improve student and adult learning, and the climate for learning.
- 8.10 Create an environment in which all students can learn.

☐ Exceeds Expectations ☐ Meets Expectations ☐ Below Expectations

Comments: _____

Standard 9: Commissioner-Recommended Student Performance Domain
(complete the student performance domain worksheets provided in the commissioner’s letter dated April 29, 1999, and attach to the end of the evaluation)

Summary Comments:

___ **Exceeds Expectations**

_____ **Meets Expectations**

____ **Below Expectations**

Comments:

Signatures of Superintendent and School Board Members:

Superintendent: _____

Date: _____

Board President: _____

Date: _____

Board Member: _____

Date: _____

Board Member: _____

Date: _____

Board Member: _____

Date: _____

Board Member: _____

Date: _____

Board Member: _____

Date: _____

Board Member: _____

Date: _____