

Nevis Superintendent Evaluation: 2025-26

(second draft – October 6, 2025)

FORM 1: Standards and Elements identified to guide expectations:

STANDARD #2: School District Finances

- **ELEMENT 2.d. Bond and Levy**

- **Examples of Evidence:**

- Actively engages in budget workshops and financial training and collaborates with the district finance team to develop foundational knowledge of levy and bond funding strategies.
- Demonstrates understanding of the district's fiscal status, immediate operational needs, and long-term strategic goals through clear, data-informed reports and presentations to the board and stakeholders.
- Effectively partners with ICS and the board to plan levy and bond campaigns, ensuring timely execution of key milestones such as committee formation, public informational sessions, and voter communication materials.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Support Learning:**

Ensure the superintendent has access to training and mentorship to build knowledge and confidence in school finance, bonds, and levies.

- **Plan Proactively:**

Participate in board work sessions on finance, enrollment, and funding needs to support shared understanding and informed decision-making.

- **Align with District Goals:**

Work with superintendent to make sure levy and bond plans support the district's long-term goals, including student success, equity, safety, and facilities.

STANDARD #3: Communication and Community Relationship

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

- **Examples of Evidence:**

- Creates and promotes opportunities for staff and community feedback, including surveys and exit interviews, to gather input and improve engagement.
- Regularly attends a diverse range of school and community events, demonstrating consistent and visible presence across the district.
- Maintains an active, professional, and engaging presence on social media to connect with and inform the community.
- Shares community engagement highlights and personal reflections in board updates, demonstrating insights gained from interactions and how they inform leadership decisions.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Promote Accessibility:**

Support the superintendent’s open-door approach by sharing information and encouraging community engagement.

- **Model Engagement:**

Help create a welcoming culture by showing respect and building positive relationships with each other, staff, families, and the community.

- **Provide Constructive Feedback:**

Offer feedback during board work sessions and the superintendent’s mid-year review related to visibility, community engagement, and responsiveness.

STANDARD #5: Human Resources

- **ELEMENT 5.c. Delegation of Duties**

- **Examples of Evidence:**

- Maintains documented leadership team responsibilities that reflect intentional delegation of key tasks with clear expectations, aligned to each member's expertise and growth goals.
 - Conducts routine check-ins to provide guidance, resources, and constructive feedback, supporting staff development and leadership growth without micromanaging.
 - Creates and promotes opportunities for staff feedback, such as surveys, to gather input and enhance engagement and empowerment.

How can the board support the superintendent in performing as "Highly Effective" in this element? The board will:

- **Encourage Shared Leadership:**

Support the superintendent in giving staff responsibility to lead and make decisions.

- **Promote Staff Growth:**

Back efforts to help staff build leadership and problem-solving skills through coaching and teamwork.

- **Support the Leadership Team:**

Show trust in the superintendent's team by respecting their roles and recognizing their work.

STANDARD #8: Ethical and Inclusive Leadership

- **ELEMENT 8.b. Interactions with Staff, Students, and Community**

- **Examples of Evidence:**

- Establishes a regular schedule for reviewing and discussing district policies with the board to ensure fairness, equity, and a respectful work environment for all students, staff, and families, including clear processes for communicating updates and monitoring implementation.
- Creates and encourages opportunities for staff and community feedback—such as surveys and listening sessions—to gather input on trust in leadership, perceptions of fairness, and the overall respectfulness and inclusivity of the work environment.
- Consistently models transparent, two-way communication through regular emails, newsletters, and other channels to promote openness, build trust, and support a respectful and inclusive district culture.

How can the board support the superintendent in performing as “Highly Effective” in this element? The board will:

- **Promote Fairness and Respect:**

Support the superintendent in keeping district policies fair and respectful for all students, staff, and families.

- **Encourage Open Communication:**

Support the superintendent in building trust with staff by promoting honest, respectful, and two-way communication, including listening to others.

- **Model Respect and Inclusion:**

Show the board’s commitment to treating everyone with respect and making space for all voices to be heard.

Superintendent Professional Development Goal:

As a first-time superintendent, my goal is to deepen and expand my comprehensive understanding and effectiveness in all facets of the superintendent's role through targeted professional learning and leadership development. This includes building capacity in key areas such as negotiations, strategic communication, special education law, school finance, ethics and professional conduct, community engagement around tax and funding issues, and promoting equity and inclusive leadership development for all students and staff.

Objective:

To engage in ongoing professional learning experiences that enhance my leadership effectiveness across all areas of the superintendent's responsibilities. This includes developing a strong foundational knowledge of school district finances through focused training aligned with Standard 2: School District Finances, while also continuing to grow in related areas such as communication, legal compliance, ethical leadership, community relations, and inclusive leadership practices.

Examples of evidence (*Superintendent will refine and identify these*):

Timeline for superintendent performance review process:

September TBD, 2025, TIME – school board work session to finalize goals/elements and set board goals

September/October TBD, 2025, TIME – school board approves the goals and performance review plan

January TBD, 2026 – conduct mid-year (formative) evaluation

May/June TBD, 2026 – conduct year-end (summative) evaluation

FORM 2: Superintendent Evaluation – Mid-Year (FORMATIVE)

STANDARD #2: School District Finances

- **ELEMENT 2.d. Bond and Levy**

Evidence of progress; Comments:

Is the board making progress on their supportive goal?

STANDARD #3: Communication and Community Relationship

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

Evidence of progress; Comments:

Is the board making progress on their supportive goal?

STANDARD #5: Human Resources

- **ELEMENT 5.c. Delegation of Duties**

Evidence of progress; Comments:

Is the board making progress on their supportive goal?

STANDARD #8: Ethical and Inclusive Leadership

- **ELEMENT 8.b. Interactions with Staff, Students, and Community**

Evidence of progress; Comments:

Is the board making progress on their supportive goal?

Superintendent Professional Development Goal:

Evidence of progress; Comments:

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

FORM 3: Superintendent Evaluation – Year-End (SUMMATIVE)

STANDARD #2: School District Finances

ELEMENT 2.d. Bond and Levy

Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<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>	

Evidence/Comments:

STANDARD #3: Communication and Community Relationship

ELEMENT 3.f. Visibility and Approachability

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

Evidence/Comments:

STANDARD #5: Human Resources

ELEMENT 5.c. Delegation of Duties

Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

Evidence/Comments:

STANDARD #8: Ethical and Inclusive Leadership

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

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

Evidence/Comments:

Superintendent Professional Development Goal: TBD

4 Highly Effective	3 Effective	2 Developing	1 Ineffective

Evidence to support this goal: *(List below)*

Comments:

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

(Summarize board's comments as a whole here)

What presented the superintendent with the greatest challenge and why?

(Summarize board's comments as a whole here)

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

(Summarize board's comments as a whole here)

Superintendent's comments:

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

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____