

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
HANDBOOK & PERSONNEL COMMITTEE MEETING
MONDAY, DECEMBER 14, 2015
HIGH SCHOOL CONFERENCE ROOM
6:45 PM**

AGENDA

I. CALL MEETING TO ORDER - MARY ANNE OEMICHEN

- II. CLOSED SESSION:** THE BOARD OF EDUCATION WILL ENTERTAIN A MOTION TO CONVENE 2
IN CLOSED SESSION PURSUANT TO s. 19.85 (1) (c) AND/OR (f), WIS. STATS., AS
APPROPRIATE, TO 1. DISCUSS ADMINISTRATOR CONTRACTS, 2. DISCUSS
SUPERINTENDENT PERFORMANCE EVALUATION AND ANNUAL PERFORMANCE GOALS, 3.
CONSIDER EMPLOYMENT, PROMOTION, COMPENSATION OR PERFORMANCE EVALUATION
DATA OF ANY PUBLIC EMPLOYEE OVER WHICH THE GOVERNMENTAL BODY HAS
JURISDICTION OR EXERCISES RESPONSIBILITY.

THE BOARD WILL PROPOSE RECOMMENDATIONS IN CLOSED SESSION, THEREAFTER, THE
BOARD WILL ENTERTAIN A MOTION TO RECONVENE INTO OPEN SESSION. THE BOARD
MAY TAKE FURTHER ACTION THAT IS NECESSARY AND APPROPRIATE. THE BOARD WILL
THEN ENTERTAIN A MOTION TO ADJOURN.

III. ADJOURN

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL
NG ELEMENTARY SCHOOL
NG POST OFFICE
BANK OF NEW GLARUS
UB&T BANK OF NEW GLARUS
ANCHOR BANK OF NEW GLARUS

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE
NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING.
INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE
ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

SUPERINTENDENT EVALUATION LEADERSHIP PERFORMANCE MATRIX

December 2013

1. Vision of Learning

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
1.1 Decisions linked to vision, mission, and strategic priorities.	The superintendent is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.	While the vision, mission, and priorities may be visible, they are not consistently linked to the superintendent's decisions.	The decisions of the superintendent are consistent with the vision, mission, and strategic priorities of the organization.	The vision, mission, and strategic priorities of the superintendent and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
1.2 Communicating the Vision	There is little or no evidence that the communication of the vision by the superintendent focuses on issues of teaching and learning.	There is limited evidence that the communication of the vision by the superintendent focuses on teaching or learning, but not both, and does not link them in any meaningful way.	There is clear evidence that the communication of the vision by the superintendent reveals a clear link between teaching and learning.	There is clear, convincing, and consistent evidence that communication of the vision by the superintendent clearly focuses on teaching and its impact on learning and student success, and that this recognition occurs throughout the year and in a variety of venues, both in the school and in the community.
<p>Comments:</p> <ul style="list-style-type: none"> • Applicable strategic goals: 1st, 2nd, and 3rd. • Focus on multi-level and multi-faced communication (e.g. school to home and community and vice versa; board to staff and vice versa; superintendent to staff/A-Team and vice versa) as it directly relates to achievement of applicable strategic goals. 				

2. Personal Behavior, Professionalism & Ethics

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
2.1 Integrity	The words “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments. This superintendent cannot be trusted to follow through with tasks, budgets, priorities, or performance.	The superintendent meets explicit written directives. The superintendent disregards or minimizes verbal directives and does not regard them as having the weight of a written directive.	The superintendent meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	This superintendent meets commitments— verbal, written, and implied—without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The superintendent’s commitment to integrity is clear throughout the organization.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
2.2 Emotional self-control	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent, or are met with defensiveness or evasion.	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	The superintendent can deal with sensitive subjects and personal attacks with dignity and self-control. The superintendent never meets anger with anger, but defuses confrontational situations with empathy and respect.	The superintendent possesses complete self-control, even in the most difficult and confrontational situations. The superintendent models this behavior to staff, and the entire organization reflect this commitment to self-control, empathy and respect.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
2.3 Compliance with legal and ethical requirements in relationships with employees.	Violates—even just one time—the legal and policy requirements for the relationship between leaders and employees.	Can articulate an understanding of legal and ethical obligations, but behavior indicates otherwise. Performance should be considered and rated as “minimal.”	No known instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law. Makes solid attempts to avoid the appearance of impropriety.	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Fosters a culture of mutual respect for colleagues and for the law throughout the organization.

Comments:

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
2.4 Compliance with legal and ethical requirements in relationship with students.	Failure to protect student safety by permitting or engaging in inappropriate contact with students.	Does not violate the law, but fails to call out others who are not complying with the law or who fail to take swift and appropriate action when action is required. Performance should be considered and rated as “minimal” if performance cannot be rated either “proficient” or “exemplary.”	Meets all legal requirements for student contact and takes swift and appropriate action when inappropriate contact between employees and students has been detected.	Uses leadership as an opportunity to teach faculty and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees and faculty members an environment in which student safety is paramount, and inappropriate contact with students never occurs.

Comments:

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization.	Suppresses other points of view and discourages disagreement or divergent thinking.	Makes little or no efforts to develop or encourage alternative points of view.	Accepts alternative points of view and makes some efforts to develop or encourage those views or “out of the box” thinking.	Actively seeks differences in perspective. Constructively challenges views of others and encourages others to do the same in the pursuit of organizational goals. Actively encourages and mentors staff to engage in “out of the box” thinking. Encourages use of varied curricula in pursuit of excellent academic standards.
<i>Comments:</i>				

3. Student Achievement

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.1 Planning and goal setting for student achievement.	The goals are neither measurable nor specific, or are not yet established. The superintendent focuses more on student characteristics than on the actions of the teachers and leaders in the system.	The superintendent has established or is in the process of developing goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvement based on these leadership initiatives.	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit the superintendent with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.2 Student achievement results	Indifferent to the data, the superintendent blames students, families, and external characteristics. The superintendent does not believe that student achievement can improve. The superintendent has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.	There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	The superintendent hits the numbers, meeting performance goals for student achievement. The average of the student population improves as does the achievement of each group of students who have previously been identified as needing improvement.	Consistent record of improved student achievement on multiple indicators of student success. Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students. Explicit use of previous data indicates that the superintendent has focused on improving performance. In areas of previous success, the superintendent aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the superintendent highlights the need, creates effective intervention, and reports improved results.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.3 Student achievement reporting to students, parents, teachers, and other leaders.	Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.	Required report cards are delivered in a timely and accurate manner. Faculty members and administrators can explain the relationship of grades to standards where required.	Student achievement reports include not only traditional report cards and grades, but also standards achievement reports, detailing student performance on standards, as part of each reporting period.	Reports at all levels extend far beyond the report card, but include standards achievement reports, detailing student performance on the most important standards, especially standards identified by teachers as those most related to student performance at the next instructional level. Faculty meetings and professional development meetings are focused on teacher produced academic reports, and there is clear evidence of changes in leadership, teaching, and curriculum as a response to these analyses. Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased. Implements an effective system of electronic report cards that are timely, accurate, and helpful to parents and students.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.4 Use of student achievement data to make instructional leadership decisions.	Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams “change!” and the superintendent’s actions say, “everything is just fine.”	Participation in data-driven decision-making workshops, with limited evidence of changes based on data.	Clear evidence of changes in curriculum, teaching, and leadership based on data. Use of data is in evidence and the superintendent, principals, and teachers refer to the data in order to inform instructional decisions.	There is a clear evidence of the use of data from state, district, building, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The superintendent regularly shares with other leaders and teachers both successes and failures based on local data analysis. The use of data is the focal point of both formal and informal leadership and faculty discussions.
<p><i>Comments:</i></p> <ul style="list-style-type: none"> • Applicable strategic goals: 1st • Continued and focused support for academic and student achievement, using multiple data points to make curricular decisions and to determine appropriate professional development for teaching staff and A-Team. 				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.5 Understanding of student requirements and academic standards.	Classroom curriculum is a matter of individual discretion, and the superintendent is hesitant to intrude or indifferent to decisions in the classroom that are at variance from the requirements of academic standards.	Standards are clearly articulated and required training on training has been conducted.	Each academic standard has been analyzed and translated into student-accessible language. Standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	The standards are used and shared with other buildings. Faculty meetings and staff development forums are generally focused on student achievement, including reviews of individual student work compared to standards.

Comments:

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
3.6 Decisions in student curriculum based on specific needs for improved student achievement.	The superintendent is unaware of or indifferent to the data.	The superintendent is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.	The superintendent uses multiple data sources, including state and district assessments, and has at least 2 years of data. The superintendent systematically examines data to find strengths and challenges. The superintendent can specifically document examples of decisions in curriculum, assessment, and intervention that have been made on the basis of data analysis.	The superintendent uses multiple data sources, including state, district, school, and classroom assessments, and has at least 3 years of data. The superintendent systematically examines data to find strengths and challenges. The superintendent empowers teaching and administrative staff to draw inferences from data. The superintendent can specifically document examples of decisions in curriculum, assessment, and intervention that have been made on the basis of data analysis. The superintendent has coached leaders in schools to improve their data analysis skills.

Comments:

4. Decision Making

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)	
<i>Present level of performance:</i>					
3 4.1 Clear identification of decision-making structure	The superintendent lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.	The superintendent uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The superintendent clarifies the decision-making method for major decisions and shares decisions with the administrative team, using data to the greatest extent possible to support those decisions.	All stakeholders understand the difference between decision-making levels, characterized as either (1) staff decision by consensus or majority, (2) staff input which will significantly influence leadership decisions, and (3) unilateral leadership decision-making. The superintendent uses data in such a compelling way that the vast majority of decisions are staff decisions by consensus or majority. Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.	
<i>Comments:</i>					

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
4.2 Decisions evaluated for effectiveness and revised where necessary.	The superintendent is mired in old decisions. There is little or no evidence of reflection and reevaluation of previous decisions.	The superintendent has new information and appears to be willing to reconsider previous decisions, but hesitates to or does not have a clear record of making changes.	The superintendent has a record of evaluating and revising decisions based on new information	The superintendent can provide clear and consistent evidence of decisions that have been changed based on new data. The superintendent regularly reviews previous decisions in light of the most current data. There is a culture in which the superintendent and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal. The superintendent actively encourages everyone in the organization to challenge their own assumptions so that the organization can move forward in the best interest of the students.
<i>Comments:</i>				

5. Communication

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
5.1 Two-way communication with students	The superintendent does not know student names, avoids student contact except where leadership presence is required, and retreats to the office. Many students do not know the superintendent's name or recognize the superintendent on sight.	The superintendent knows many student names, is visible and often greets students by name, and talks with students frequently.	The superintendent knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The superintendent is visible in classrooms during the school day when students are present.	In addition to all of the "proficient" characteristics, the superintendent goes to exceptional lengths to listen to a wide cross section of students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the superintendent will listen to him/her and treat them with respect.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
5.2 Two-way communication with faculty and staff	Little or no interaction with staff.	Typically limits listening to listening & responding to questions during staff and team meetings.	Staff regularly has the opportunity for one-to-one meetings with the leader. The superintendent knows staff and makes an effort to recognize the personal and individual contribution each one makes. Discussions are open and frank.	In addition to all of the “proficient” behaviors, the superintendent engages in active listening with administrators & staff. The superintendent’s calendar reflects numerous individual and small group meetings with staff at every level, not just with direct reports. Bus drivers, cafeteria workers, first year teachers all report confidence in their ability to gain a respectful hearing from the superintendent.
<i>Comments:</i>				

16

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
5.3 Two-way communication with parents and community.	Parents and community members have little or no role to play in leadership decision making.	Parents and community members receive a respectful hearing when they initiate the conversation.	Conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, e-mail, Web sites) where appropriate. Clear evidence of decisions based on input from parent and community members.	Clear evidence of parent and community-centered communication, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent & community involvement. Survey data suggests that parents & community members feel empowered & supportive of educational objectives.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
5.4 Communication with Board & Board Relations	<p>Rarely if ever initiates communication with Board members. Responds to Board questions or inquiries with defensiveness, evasiveness, or condescension. Does not follow up on requests. Disregards directives or attempts to bypass the Board altogether. Routinely provides Board with inadequate information or too little time to make an informed decision.</p>	<p>Board members receive a respectful hearing when they initiate the conversation. Follows up on Board requests some of the time. Sometimes offers bad news, but Board members do not have confidence that it is being consistently offered up. Provides adequate time and information to make a decision some of the time.</p>	<p>Conducts frequent interactions with Board members. Clear evidence of decisions based on input and direction from Board. Follows up on Board requests and inquiries most of the time. Interacts respectfully with Board members. Provides adequate time and information to make a decision most of the time.</p>	<p>Clear evidence of a healthy and collaborative Board-superintendent relationship. Communication occurs regularly, at the initiative of both parties, and in multiple forms. Communication is open. The Board is regularly given enough information to make a decision. The Superintendent regularly follows up on requests. Bad news is shared, enabling Board members to have full trust and confidence in the integrity of the information. Disagreement is acceptable, even encouraged. Tone of communication is respectful, even when disagreement occurs.</p>
Comments:				

18

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
5.5 Written & Oral Communication Skills	Frequent errors in grammar or punctuation. Written and/or oral communication skills are confusing, unclear, redundant, or non-responsive, and generally make the listener and reader feel a lack of confidence in the Superintendent.	Few errors in grammar or punctuation. Written and/or oral communication skills are clear and to the point much of the time.	Good communicator and public speaker. Active listener. Usually able to adapt to the situation and to the audience. Communication is usually clear, concise, and to the point. Sometimes interjects humor to diffuse awkward or difficult situations. Written skills are strong, with rare errors in grammar or punctuation. Written and oral communication skills usually instill confidence in the listener or reader.	Exceptional communicator and public speaker. Active and engaged listener. Always adapts to the situation and to the audience. Communication is clear, concise, and to the point. Interjects humor to diffuse awkward or difficult situations. Written skills are exemplary, with no errors in grammar or punctuation. Written and oral communication skills instill confidence in the listener or reader, and may even inspire the listener or reader.
61 <i>Comments:</i>				

6. Faculty Development

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
6.1 Understanding of faculty proficiencies and needs for further development.	Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual staff needs.	The superintendent is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.	The superintendent has created individualized learning & development plans with all direct reports, and professional development activities reflect the needs of these plans. The superintendent has also developed a system-wide process for development of individualized learning & development plans for other District staff.	In addition to the “proficient” criteria, the superintendent has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member. The superintendent personally participates in professional development to demonstrate a commitment to lifelong learning. The superintendent routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.
<i>Comments:</i>				

20

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
6.2 Personal participation in leading professional development.	The superintendent generally stopped acquiring new information after completing graduate school and displays little or no evidence of new learning or sharing that learning with colleagues.	The superintendent sometimes meets with staff for professional development and occasionally shares personal learning experiences with colleagues.	The superintendent devotes substantial time to professional development. The superintendent personally leads professional development several times each year.	In addition to meeting the criteria for “proficient”, the superintendent is also an active participant in teacher-led professional development, demonstrating that the superintendent is willing to learn from colleagues on a regular basis. The superintendent routinely shares learning experiences with others throughout the system.
<i>Comments:</i>				

21

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.	Formal feedback is not specific. Informal feedback is rare and more likely to be associated with negative than positive behavior.	The superintendent adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.	The superintendent provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance. Feedback is linked to organizational goals and both the superintendent & employees can cite examples of where feedback is used to improve individual & organizational performance.	The superintendent possesses all the attributes of “proficient” performance and also uses creative methods of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the superintendent’s relentlessly positive reinforcement, and performance by individuals and the organization reflects the superintendent’s focus on recognition that is accurate, timely, and specific. The superintendent balances individual recognition with team and organization-wide recognition.

Comments:

- Applicable strategic goal: 1st, 2nd, and 3rd
- Cross reference: Section 1.2 of matrix (communicating the vision)
- Providing supervision, leadership, and necessary mentoring of staff (A-Team in particular), in order to improve communication of the vision, creation of an exemplary middle school, and academic achievement, and positively impact student achievement and student learning.

7. Personal/Individual Learning

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
7.1 Personal understanding of research trends in education and leadership.	Little or no evidence of personal learning and research.	Occasional educational research reading and some interest in personal reading and learning.	Often engages in personal reading, learning, and teaching of educational research trends.	In addition to personal reading that is wide and deep in the field of educational research, the superintendent contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders.
<i>Comments:</i>				

23

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
7.2 Personal professional development plan.	This superintendent might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that “This really is not worth my time.” When the superintendent does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic relationship to organizational needs.	The superintendent actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the organization. The superintendent attends professional development sessions, but does not fully engage in it nor set an example of active participation.	Engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The superintendent personally attends and actively participates in the professional development that is required of other leaders and teachers in the organization.	In addition to meeting the requirements for proficient performance, this superintendent approaches every professional development opportunity with a view toward having impact on the organization as a whole. Knowledge and skills are shared throughout the organization. Rather than merely adopting the tools of external professional development, this superintendent creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.
<i>Comments:</i>				

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
7.3 Professional development focus	The Superintendent chases educational fads. Faculty requests are routinely approved whether or not they are related to student achievement. Similarly, the superintendent's personal professional development agenda is based on whim and preference, not organizational needs.	Professional development opportunities are somewhat related to the organizational objectives, but there is no way of systematically assessing their impact. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.	Professional development plan is concise and understandable and is linked to the organization's strategic objectives.	Can identify specific professional development offerings of past years that have been systematically reviewed and terminated because they failed to support organizational goals. Has a process for prior review of new professional development programs. Chooses one or two focus areas for professional development, with extensive time all focused on intensive implementation of a few areas of learning.
<i>Comments:</i>				

25

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
7.4 Application of learning.	Even on those rare occasions when this superintendent engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.	The superintendent verbalizes the benefit of some important learning experiences, but can give only a few specific examples of application to the organization.	There is clear evidence of the actual application of personal learning in the organization.	In addition to meeting all the criteria for “proficient” performance, this superintendent provides evidence of the principle of leverage, taking each learning opportunity and applying it throughout the organization. The superintendent creates forms, checklists, self-assessments, and other learning tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, the superintendent regularly shares these application tools with other schools, departments, or districts in order to maximize the impact of the superintendent’s personal learning experience.
<i>Comments:</i>				

8. Interaction with Outside Organizations/Decision-makers

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
8.1 Involving members of the community and building partnerships with local and state-wide organizations.	There is little or no evidence that the superintendent plans for any partnerships between the school, community, county, and state that will enhance or support teaching and learning.	There is limited evidence that the superintendent attempts to develop partnerships between the school, community, and government officials, and only limited evidence that the superintendent is aware of the benefits that this would bring to the teaching and learning.	There is clear evidence that the superintendent establishes partnerships with some community groups, and government officials that contribute to the success of the teaching and learning process.	There is clear, convincing, and consistent evidence that the superintendent establishes solid, ongoing partnerships with a variety of community and groups and government officials to strengthen school programs and support teaching and learning.
<i>Comments:</i>				

27

9. Integration into Community/Community Culture

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
9.1 Displays an ongoing respect for, understanding of, and desire to be a part of the community, its residents, and its culture	Almost never attends or participates in important community events, including athletic or school related functions. Is not a “known quantity” in the community. Community members perceive that the Superintendent is not a part of the community and does not want to be part of the community.	Infrequently attends or participates in important community events, including athletic or school-related functions. Is somewhat visible in the community. Community members perceive that the Superintendent is making efforts to integrate into the community.	Periodically attends and participates in important community events, including many athletic or school-related functions. Is visible in the community. Community members perceive that the Superintendent is making efforts to integrate into the community and wants their involvement and feedback. The Superintendent regularly solicits it. The Superintendent views the community as an important asset that can be utilized in order to foster both teaching and learning.	Regularly attends and participates in important community events, including many athletic or school-related functions. Is visible in the community. Community members perceive that the Superintendent is making significant efforts to integrate into the community. Community members perceive that the Superintendent wants their involvement and feedback, and the Superintendent regularly solicits it. The Superintendent views the community and its participants as an important asset that can be utilized in order to foster both teaching and learning.
Comments:				

28

10.District Culture

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
10.1 Displays an understanding of and ongoing respect for the District's culture.	Makes decisions behind closed doors, with selected or no participation of obvious stakeholders. Shares information with some stakeholders, but not with others. Jealously guards decision-making, rather than working openly and collaboratively. Plays staff members against one another, leading to general feelings of mistrust and fears of reprisal.	Makes some efforts to operate openly but still makes many decisions behind closed doors. Frequently fails to share decisions with key stakeholders. Is often guarded about decisions or status of decision-making.	Operates openly and transparently at all times and actively models this behavior. Calls others out when they do not act openly and transparently. Actively encourages and models teamwork. Has earned the trust and confidence of the Board, staff, parents, and community, but does not take that trust for granted. Displays an exceptional level of integrity, loyalty, ethics, and honesty.	Operates openly and transparently at all times. Actively encourages others to operate openly and transparently and calls others out when they do not act openly and transparently. Works collaboratively with others and actively encourages teamwork. Has earned the trust and confidence of the Board, staff, parents, and community, but does not take that trust for granted. Displays an exceptional level of integrity, loyalty, ethics, and honesty.
<i>Comments:</i>				

29

11. Supervision of Administrative and Non-Union Employees.

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
11.1 Provides supervision, leadership and mentoring required to insure staff are performing at optimal levels that focus on teaching and learning.	Does not lead by example. Rarely or never follows up on personnel matters. Does not document personnel issues. Does not know when to involve outside counsel and/or fails to follow through on advice.	Inconsistent attention to personnel issues and to personnel-related documentation. Limited knowledge of employment laws.	Follow up is good most of the time. Documentation exists most of the time. Knows how to effectively document personnel issues. Good basic knowledge of employment laws. Follows outside advice.	Always leads by example. Exceptional attention to personnel matters, in areas including follow up, documentation, involvement of outside counsel, anticipating issues and problems, and knowledge of employment laws. Knows when and how to delegate and makes sure others do too.
<i>Comments:</i>				

12. Budget & School Finance.

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
12.1 Understands budget process.	Has very limited understanding of school finance and budgets. Fails to follow through on budgeting issues and/or does not involve staff in budget development.	Minimal basic knowledge of school finance and budgets. Makes some efforts to follow through on budgeting issues and to involve staff in budgeting process.	Good basic knowledge of school finance and budgets. Makes efforts to follow through on budgeting issues and to involve staff in budgeting process most of the time.	Exceptional knowledge of school finance and budgets. Pays close attention to District budget, anticipating issues and problems. Involves staff in budgeting process all of the time.
<i>Comments:</i>				

31

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
12.2 Applies budgetary knowledge to decision-making in a manner that reflects District priorities, vision, mission, and goals.	<p>Makes little or no effort to anticipate and plan for budgetary needs. Fails to delegate as appropriate.</p> <p>Budgetary needs are addressed in a reactionary manner, with little or no attention to how major expenditures are or are not tied to the District's vision, mission, and goals. Fails to develop or follow through on short and/or long range planning budgetary needs.</p> <p>Board is frequently surprised about budgetary needs. Fails to follow or disregards Board policy guidelines for when Board approval is needed for a given expenditure. Fails to follow or disregards Board policy relating to bidding and other budgetary processes.</p>	<p>Makes some effort to anticipate budgetary needs, and to plan for those needs, but decisions are frequently reactionary. More often than not, decisions are made in a vacuum, rather than being tied to the District's vision, mission, and goals. Incomplete follow through on short and long term budget planning. Keeps Board informed some of the time. Follows Board policy guidelines for when Board approval is needed for a given expenditure, some of the time.</p> <p>Follows Board policy relating to bidding and other budgetary processes, some of the time.</p>	<p>Makes good efforts to pay appropriate attention to budgetary needs and to anticipating how and when those needs should be addressed. Decisions are tied to vision, mission, and goals most of the time. The budget is developed in a manner that is thoughtful and that plans for the future, most of the time.</p> <p>Efforts are made to develop and follow short and long range budgetary plans, most of the time. Keeps Board informed most of the time.</p> <p>Follows Board policy guidelines for when Board approval is needed for a given expenditure, most of the time.</p> <p>Follows Board policy relating to bidding and other budgetary processes, most of the time.</p>	<p>Pays close attention to budget related needs and challenges, delegates as necessary, and ties decisions about the budget to District vision, mission and goals. Anticipates issues and problems.</p> <p>Plans for the future, as evidenced by the existence of short and long range spending plans. Involves staff in budgeting process as appropriate. Enlists outside help and expertise when warranted. Keeps Board informed of spending needs. Always follows Board policy guidelines for when Board approval is needed for a given expenditure. Always follows Board policy relating to bidding and other budgetary processes.</p>
<i>Comments:</i>				

32

13. Facilities and Maintenance

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
13.1 Understands facilities and maintenance needs.	Has very limited understanding and knowledge of facilities and maintenance needs. Makes little or no effort to anticipate and plan for facilities/maintenance needs, from a budgetary standpoint and otherwise. Fails to delegate as appropriate. Facilities/maintenance needs are addressed in a reactionary manner, with little or no attention to how major expenditures are or are not tied to the District's vision, mission, and goals. Fails to develop or follow through on short and/or long range planning. Board is frequently surprised about facilities/maintenance needs.	Minimal knowledge of facilities and maintenance needs. Makes some effort to anticipate maintenance and facility needs, and to plan for those needs in the District budget, but decisions are frequently reactionary. More often than not, decisions are made in a vacuum, rather than being tied to the District's vision, mission, and goals. Incomplete follow through on short and long range facilities/maintenance planning. Keeps Board informed some of the time.	Good basic knowledge of District facilities and facility/maintenance needs. Makes efforts to pay appropriate attention to facility/maintenance needs and to anticipating how and when those needs should be addressed. Decisions are tied to vision, mission, and goals most of the time. The budget is developed in a manner that plans for facility/maintenance needs, most of the time. Efforts are made to develop and follow short and long range facilities/maintenance plans. Keeps Board informed most of the time.	Exceptional familiarity with and knowledge of District facilities, facility/maintenance needs. Pays close attention to facilities and maintenance related needs and challenges, delegates as necessary, and ties decisions about facilities/maintenance to District vision, mission and goals. Anticipates issues and problems, from a budgetary standpoint and otherwise. Plans for the future, as evidenced by the existence of short and long range plans relating to maintenance and facilities. Involves staff in budgeting process as appropriate. Enlists outside help and expertise when warranted. Keeps Board informed of facilities and maintenance needs.
<i>Comments:</i>				

33

Leadership Dimension	1 Minimal (Not meeting Standards)	2 Basic (Progressing)	3 Proficient (Making an Impact, but not System-wide)	4 Exemplary (System-wide Impact)
<i>Present level of performance:</i>				
13.2 Applies facilities and maintenance knowledge to decision-making in a manner that reflects District priorities, vision, mission, and goals.	<p>Makes little or no effort to anticipate and plan for facilities and maintenance needs. Fails to delegate as appropriate.</p> <p>Facilities and maintenance needs are addressed in a reactionary manner, with little or no attention to how major expenditures are or are not tied to the District's vision, mission, and goals. Fails to develop or follow through on short and/or long range planning facilities and maintenance needs. Board is frequently surprised about facilities and maintenance needs. Fails to follow or disregards Board policy guidelines for when Board approval is needed for a given facilities/maintenance expenditure. Fails to follow or disregards Board policy relating to bidding and other facilities and maintenance processes.</p>	<p>Makes some effort to anticipate facilities and maintenance needs, and to plan for those needs, but decisions are frequently reactionary. More often than not, decisions are made in a vacuum, rather than being tied to the District's vision, mission, and goals. Incomplete follow through on short and long term facilities and maintenance planning. Keeps Board informed some of the time.</p> <p>Follows Board policy guidelines for when Board approval is needed for a given expenditure, some of the time. Follows Board policy relating to bidding and other facilities and maintenance processes, some of the time.</p>	<p>Makes good efforts to pay appropriate attention to facilities and maintenance needs and to anticipating how and when those needs should be addressed. Decisions are tied to vision, mission, and goals most of the time. The facilities and maintenance plan is developed in a manner that is thoughtful and that plans for the future, most of the time.</p> <p>Efforts are made to develop and follow short and long range facilities and maintenance plans, most of the time. Keeps Board informed most of the time. Follows Board policy guidelines for when Board approval is needed for a given expenditure, most of the time.</p> <p>Follows Board policy relating to bidding and other facilities and maintenance processes, most of the time.</p>	<p>Pays close attention to facilities and maintenance related needs and challenges, delegates as necessary, and ties decisions about the facilities and maintenance to District vision, mission and goals.</p> <p>Anticipates issues and problems. Plans for the future, as evidenced by the existence of short and long range facilities and maintenance plans. Involves staff in facilities and maintenance processes as appropriate. Enlists outside help and expertise when warranted. Keeps Board informed of facilities and maintenance needs. Always follows Board policy guidelines for when Board approval is needed for a given expenditure. Always follows Board policy relating to bidding and other facilities and maintenance processes.</p>
<i>Comments:</i>				

34