

SUPERINTENDENT'S EVALUATION

Standard 1: LEADERSHIP AND DISTRICT CULTURE

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the district's vision
- 1.4 Models learning for staff and students
- 1.5 Promotes understanding and celebrating school/community cultures
- 1.6 Promotes and expects a school-based climate of tolerance, acceptance and civility
- 1.7 Develops, implements, promotes and monitors continuous improvement processes

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Involving community in planning and problem solving for the schools
- Presentations/materials for community/parent meetings
- District/school improvement plans
- Charts for each school's performance
- Participation rates – other data about school and district family engagement activities
- Evidence of community support and/or engagement

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 2: POLICY AND GOVERNANCE

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented recommendations to the board of policy additions/changes
- Documentation of reviews of all handbooks, procedures, books, etc.
- Documentation of program – compliance audits
- Documentation of legal resources and fees on an annual basis for all litigation

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff and parents, but also the community as a whole, including beneficial relationships with the media. It also stresses responding to community feedback and building and building community support for the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 3.1 Develops formal and informal techniques to gain external perceptions of district
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments)
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of schooling
- 3.4 Establishes effective school/community relations, school/business partnerships and public service
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Establishes and maintains proper relationships with news media
- Memos, letters, audio of meetings
- Surveys
- Establish a baseline for data for 3.4 and then chart improvement each year

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 4: ORGANIZATIONAL MANAGEMENT

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 4.1 Demonstrates budget management including financial forecasting, planning, cash-flow management, account auditing and monitoring
- 4.2 Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs
- 4.3 Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues
- 4.4 Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Ensures that expenditures are within limits approved by school board
- Budget analysis – monitor reports
- Budget presentations and related materials to school board/community
- External review/audits
- Prepare long/short term plans for facilities and sites
- Ensures maintenance of school property
- Monitors any construction, renovation, or demolition of school facilities
- Analysis of safety and crisis plans (incident reports)
- Develops and monitors school safety plan and policies for safe schools
- Maintains inventory of schools, buildings, grounds

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 5: CURRICULUM PLANNING DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

- 5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices
- 5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs
- 5.3 Uses child development and learning theories and the process to create developmentally appropriate curriculum and instruction
- 5.4 Includes the use of computers, the Internet, networking, distance learning and other technologies in educational programming
- 5.5 Assesses student progress using a variety of appropriate techniques
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documented attendance/lead in developing curriculum plans
- Recommendations to school board of curriculum programs that have proven results
- Documents that assess student performance
- Documents that demonstrate involvement of stakeholders in order to assure alignment of curriculum, instruction, and assessment

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 6.1 Collaboratively develops, implements and monitors change process to improve student and adult learning
- 6.2 Implements appropriate safety and security practices in schools
- 6.3 Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners
- 6.4 Analyzes available instructional resources including applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes
- 6.5 Establishes instructional strategies that include cultural diversity and differences in learning styles
- 6.6 Applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process
- 6.7 Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Policy/procedure manuals
- Recommendations to school board on items relating to expenditure of funds for instructional resources – what percentage of budget for these expenditures
- Data by school/district for instructional growth
- Site based management procedures (in place, in writing)
- Attendance at meetings of committees to improve student performance
- Address achievement gaps

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 7: HUMAN RESOURCES MANAGEMENT

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development
- 7.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Data related to turnovers of staff – trends
- Documents that show use of data for personnel policies, decision making, professional development
- Documents that support evidence of equity and diversity in all hiring selections, and separations of personnel
- Hiring practices documents – training for new employees, new administrators, etc.

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 8: VALUES AND ETHICS OF LEADERSHIP

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 8.1 Exhibits multicultural and ethnic understanding, sensitivity and respect
- 8.2 Describes role of schooling in a democratic society
- 8.3 Manifests a professional code of ethics and demonstrates personal integrity
- 8.4 Models accepted moral and ethical standards in all interactions
- 8.5 Explores and develops ways to find common ground in dealing with difficult and divisive issues
- 8.6 Promotes the establishment of moral and ethical practices in every classroom, every school and throughout the district

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- 360° Survey

*Items listed are examples that may or may not be included in the Superintendent's annual presentation.

Standard 9: LABOR RELATIONS

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

- 9.1 Develops bargaining strategies based upon collective bargaining laws and processes
- 9.2 Identifies contract language issues and proposes modifications
- 9.3 Participates in the collective bargaining processes as determined by the board
- 9.4 Establishes productive relationships with bargaining groups while managing contracts effectively

The superintendent's performance for this standard:

- Outstanding - Consistently exceeds behaviors and skill expectations
- Proficient - Meets most and exceeds some of behaviors and skill expectations
- Needs Improvement – Meets some behaviors and skill expectations, but sometimes falls short

Examples of types of evidence that can be collected by Superintendent: *

- Documents pertaining to collective bargaining
- Documents from memos as relates to bargaining strategies – proposals
- Number of hour Human Resources issues as related to contracts with HUSW, HCTA
- 360° Survey results

*Items listed are examples that may or may not be included in the Superintendent's annual presentation. The Superintendent's Evaluation was board approved at the 04/05/16 meeting (agenda item #1704)