





Superintendent Evaluation





1. Educational Leadership (leader/mentor/facilitator)

a. Demonstrates commitment to the mission, vision, values and ethical responsibilities to provide leadership and quality service in advocating innovative educational programs for children and the community.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Is apathetic toward, and has required reminding, to support the mission of the district.</p> <p>Fails to invest the personal time/effort necessary to lead the work of the organization.</p> <p>Fails to follow organizational or Board policies and protocols.</p> <p>Makes inappropriate or unilateral decisions without regard to impact or without direction of the Board or district superintendents.</p> <p>Fails to establish district goals and direction.</p>	<p>Able to articulate, at a basic level, the district’s mission, vision, values, purpose, strategies and plans.</p> <p>Often demonstrates a positive personal effort to demonstrate the mission.</p> <p>Demonstrates basic enthusiasm toward Board participation and the organization.</p> <p>Protects the district’s reputation and standing through exemplary personal and professional behaviors.</p> <p>Models behavior supporting the district’s mission in meetings and discussions.</p>	<p>Utilizes the district’s mission, vision, values, purpose, strategies and plans as a basis for discussion and decision-making. Develops district goals in cooperation with the Board and internal staff.</p> <p>Is aware of trends impacting the district’s program and resources.</p> <p>Provides a positive personal effort to demonstrate the mission in all district work and interactions.</p> <p>Provides and develops leadership at the district, regional, and state level.</p> <p>Helps identify and provides key Professional Development for Board and staff as appropriate.</p>	<p>Clearly articulates and aligns the staff and resources to the needs and the long term goals of the district. Is a recognized spokesman and leader of education policy.</p> <p>Inspires, grows and guides others to demonstrate district’s mission.</p> <p>Is a thought-leader in articulating the future direction/vision for the direction of the organization and identifying the needs and challenges of the district’s staff and Board members.</p> <p>Provides leadership and advocacy at the State and National level impacting public policy.</p> <p>Provides and develops leadership at the district, regional level, state and national level.</p>





2. Fiscal Management

a. Demonstrates ability to develop and monitor the fiscal and human resources of the organization in an effective and efficient manner for the benefit of the district’s students and community.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Demonstrates an overall lack of understanding of the district’s budget.</p> <p>Lacks the ability to prioritize resources or funds in accordance with established goals.</p>	<p>Demonstrates a basic understanding of the district’s budget.</p> <p>Provides for the basic upkeep and emergencies associated with the district’s facilities.</p> <p>Demonstrates a basic awareness of budget monitoring and processes needed to meet reporting requirements.</p>	<p>Demonstrates the ability to understand and articulate the district’s budget to the Board, staff and stakeholders.</p> <p>Insures that budget reporting is both accurate and presented in a timely manner to the Board and stakeholders.</p> <p>Seeks new revenue streams in order to offset local district co-op and service fees.</p> <p>Demonstrates the ability to plan for the annual needs of staffing, the district’s facilities and infrastructure.</p>	<p>Is able to lead and align the human and fiscal resources to the goals and needs of the district.</p> <p>Provides leadership in developing new/improved reporting and monitoring processes that benefit the Board and stakeholders.</p> <p>Actively seeks and develops new partnerships and revenue streams which align to the needs and to the financial benefit of the district.</p> <p>Develops long-term plans that outline the fiscal needs of the district’s facilities and infrastructure.</p>





3. Staff Supervision

a. Demonstrates competency in the areas of HR/Personnel, Employee Morale, Teamwork, Employee and Team Recognition; Employee Recruitment and Retention.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Lacks ability in the recruitment, selection and retention of quality personnel.</p> <p>Lacks processes for the recruitment and evaluation of staff.</p> <p>Rate of staff turnover is unacceptable.</p>	<p>Demonstrates a basic understanding of personnel management.</p> <p>Has a basic understanding of elements of the district culture and employee morale, recognition and retention.</p> <p>There is some evidence of the district's culture and employee morale.</p>	<p>Establishes and communicates clear expectations and processes for staff recruitment, recognition and retention.</p> <p>Identifies and implements strategies for employee recruitment and retention.</p> <p>Evidence indicates proficiency in developing a culture of recognition and support.</p> <p>Evidence indicates an attention to and the resolution of most personnel related issues.</p> <p>Provides Board members with adequate information and updates on pending personnel issues.</p>	<p>Evidence indicates that personnel issues are rare in occurrence.</p> <p>Evidence indicates a high level of leadership in recruitment and retention of high quality staff.</p> <p>Evidence indicates the ability to build a strong culture of motivation and recognition. It is clear that staff enjoy the work of the organization.</p> <p>Exhibits a strong understanding and ability to develop high functioning teams.</p> <p>Evidence indicates a strong focus on building the skills and leadership of all staff providing important capacity for succession planning at all levels.</p>

4. Board Relationships

a. Demonstrates competency in the areas of Board meeting preparation/participation and leadership; competency in communications and reporting strategies; builds rapport among the Board members and is attentive to Board related Professional Development and training needs.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Lacks the ability to build and support basic Board relationships.</p> <p>Fails to communicate with members of the Board.</p> <p>Lacks rapport between the Board and Superintendent.</p>	<p>Demonstrates a basic understanding of Board relationships.</p> <p>In most instances communicates with all board members.</p> <p>Generally provides needed updates to Board members on the workings of the district.</p> <p>Occasionally creates opportunities for Board members to build professional skills and build rapport.</p>	<p>Demonstrates a strong understanding of the Board/Superintendent relationship.</p> <p>Develops processes and procedures that insure that Board members are clearly informed in ways that create district and Board success.</p> <p>Regularly and consistently communicates with all board members on issues of importance to the district.</p> <p>Regularly provides for professional development of Board members as requested.</p>	<p>Demonstrates the ability to attract and build a strong Board/Superintendent team.</p> <p>Intentionally creates planning events and activities that allow for the clear direction of the district both short and long term.</p> <p>Plans, manages, and takes steps to involve Board members directly with local district leaders assuring a close connection.</p> <p>Provides opportunities for Board members to participate at local and state leadership levels.</p> <p>Provides leadership, presentation, and conference opportunities at the state and national levels.</p>





5. Policy Governance and Planning

a. Provides leadership in on-going policy review; provides clear, effective planning processes and retreats; develops policies and procedures that align resources (both fiscal and human) to the goals of the district.

○ Unsatisfactory	○ Basic/Emerging	○ Proficient	○ Distinguished
<p>Policy development and planning are lacking.</p> <p>Lack of an adequate planning process.</p> <p>Fails to align resources with the goals of the district.</p>	<p>Policy development and planning are evident, but not always consistent in the work of the district.</p> <p>Involvement of stakeholders, staff, and/or the Board in the planning of the district is somewhat apparent or is sporadic in nature.</p> <p>There is some evidence of the alignment of district resources with established goals.</p>	<p>Demonstrates proficiency in the development of district policies that support established goals.</p> <p>Is active in local and regional legislative, public policy issues.</p> <p>Key stakeholders, staff and/or Board members are actively and authentically involved in a consistent planning process.</p> <p>All resources (fiscal and staffing) are generally in alignment.</p>	<p>Demonstrates a consistent and effective policy development and update process.</p> <p>Is actively involved at the local, regional, state and national levels in both policy development and leadership.</p> <p>Stakeholders are meaningful planning partners in the direction of the district.</p> <p>All district resources are directed toward the attainment of established district goals.</p> <p>Demonstrates the ability to seek additional resources and partnerships as needed to assist in the attainment of district goals.</p>





6. Community Leadership

a. Builds important partnerships in the community and in the broader educational community. Exhibits the ability to be a visible and effective leader in the local and broader educational community.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Involvement and leadership in the local education community is lacking.</p> <p>Involvement and leadership in the state and national education community is lacking.</p>	<p>Exhibits a basic level of involvement and leadership in the local/regional community.</p> <p>Is often seen at local education activities and events.</p> <p>On occasion, is seen as a participant in regional education activities.</p>	<p>Is active in educational activities in the local community, in the broader educational communities, and professional associations.</p> <p>Is often a planning partner/ sponsor of local and regional educational events in the broader educational community.</p> <p>Is seen as a leader in developing local partnerships that benefit the educational community.</p>	<p>Is a highly visible leader in local, state and national levels in developing both partnerships and policies which benefit the broader educational community.</p> <p>Readily assumes leadership positions which develop unique partnerships and opportunities for the local and broader educational community.</p> <p>Leads regional, state and national events benefitting both the local and broader educational communities.</p> <p>Exhibits the ability to develop creative and innovative ways to lead and improve the local and broader educational communities.</p>





7. Customer and Market Focus

a. Utilizes and develops resources, tools and software solutions that benefit the district’s students, parents, and staff. Demonstrates the ability to develop, leverage and execute entrepreneurial partnerships which develop additional resources and services for the district.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>The identification of solutions and tools for the district’s stakeholders is lacking.</p> <p>Ability to identify, develop and execute partnerships is lacking.</p>	<p>Demonstrates a basic understanding of business partnerships, tools and solutions.</p> <p>Development of partnerships occurs, but is sporadic in nature and may not always be in direct alignment with the needs of the district.</p> <p>Demonstrates an adequate understanding of customer service and market focus.</p>	<p>Is often seen developing, testing, piloting potential tools and software which would benefit the district.</p> <p>Demonstrates the ability to develop and execute partnerships which provide needed resources for the district.</p> <p>Demonstrates the ability to help staff to develop high levels of customer service.</p>	<p>Is recognized as a leader in developing/leveraging key technology and resource solutions.</p> <p>Resources, software, tools and solutions are in direct alignment with the needs and challenges of the district.</p> <p>Demonstrates leadership in developing and executing state and national partnerships which benefits the district.</p> <p>Demonstrates the ability to lead, both at the local and state levels, through partnerships which provide key solutions to district challenges as well as provide efficient and effect value added services.</p>

8. Personal Qualities

a. Demonstrates important qualities of transparency; integrity, holding strong principles and convictions; exhibits the ability to handle pressure and emergencies with calm assurance; exhibits strong qualities of respect and standing; is a strong and capable communicator; is willing to devote both time and energy; is recognized for his/her ability to inspire, mentor, and grow others and can be counted upon to consistently exercise good judgment.

 Unsatisfactory	 Basic/Emerging	 Proficient	 Distinguished
<p>Fails to demonstrate and model transparency in the workings of the district.</p> <p>Does not demonstrate the ability to handle pressure and emergencies with calm assurance.</p> <p>Lacks the ability to communication with Board, staff and stakeholders.</p> <p>Lacks respect among staff and stakeholders.</p> <p>Lacks the ability to inspire, mentor and grow staff.</p> <p>Lacks the ability to consistently exercise good judgment.</p>	<p>Exhibits a basic level of transparency and communications.</p> <p>Is generally viewed as decisive, and is most often consistent in the outcome of those decisions.</p> <p>Is generally viewed with respect and confidence by the Board, staff and local owner districts.</p> <p>Demonstrates a basic ability to lead staff and develop basic team work.</p>	<p>Regularly demonstrates a commitment to transparency and integrity.</p> <p>In most instances can be counted upon to clearly and calmly communicate in times of both emergency and success.</p> <p>Has consistent levels of both respect and standing among Board, staff, and owner districts.</p> <p>Is focused upon the professional and personal growth of others.</p> <p>Readily devotes both time and energy to the work of the district.</p>	<p>Is recognized by Board, staff and stakeholders as a highly transparent leader of high integrity.</p> <p>Is recognized at both the local, state, and national levels as a respected and skilled communicator, consistent, capable and calm.</p> <p>Is broadly recognized for his/her ability to inspire, mentor, and grow others, both personally and professionally.</p> <p>Devotes significant time and energy to the work of the district.</p>