

Superintendent Evaluation Based on Administrator Standards outlined in PI 34.03		
Category 1 – Goal met	Category 2 – Working on goal	Category 3 – Goal not met
Superintendent almost always understands and successfully demonstrates skill in a given area or concept. Improvement of performance typically can be accomplished under the established goal setting and performance review process.	Superintendent demonstrates a basic understanding and often is successful in a given area or concept. More effort and/or skill acquisition is necessary by establishing clear goals and assessing progress.	Superintendent does not understand and/or exhibit effectiveness in fulfilling responsibility of a given area or concept. Little or no effort is made and the ability to change behaviors that could lead to success is questionable. Necessary improvement has not been demonstrated.

**District Vision/Mission**

*The administrator provides staff leadership and development, facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community. The administrator acts with integrity, fairness and in an ethical manner.*

Measures	Performance Expectations	Category 1	Category 2	Category 3
Meetings will have occurred	Annually review the District’s Strategic Plan in collaboration with staff, students, community, and the Board.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Staff survey	Demonstrate flexibility by encouraging innovation and being open to new ideas and approaches; provide an atmosphere that encourages research and creativity among students and employees.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Current policies and procedures are being followed by staff and students	Effectively communicate, implement and maintain District policies and procedures.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Attendance, memberships	Assume responsibility for his or her professional growth and development and remain current in best practices through membership in professional organizations/learning communities, book clubs, attendance at regional, state or national meetings, or enrollment in advanced courses.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration	Appear at and participate in school and community events and activities.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Staff and community survey	Model good human relations skills and demonstrate positive, respectful interactions with all facets of the District and community.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Community or staff survey	Maintain high standard of ethics, honesty and integrity in all personal and professional matters. Lead by example, exhibiting strong character, good judgment, collaboration, decisiveness, and poise; with all interactions reflecting courtesy and respect.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Goals are achieved	Collaborate with and monitor building principals to ensure follow-through of building-specific goals that are related to the District's vision and mission.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Goals are achieved	Follow through on designated goals related to the District's vision and mission.			
Comments:				

**Curriculum Planning and Development**

*The administrator manages by advocating, nurturing and sustaining a school culture and curriculum conducive to student learning and staff professional growth. The administrator has an understanding of and demonstrates competence in the teacher standards in PI 34.02.*

Measures	Performance Expectations	Category 1	Category 2	Category 3
Student/parent survey Staff Survey	Carefully screen, select, train, transfer and/or dismiss personnel in a manner consistent with District policy that maintains top-notch, high-performing staff.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration	Commit to and foster continuous staff development/improvement.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Administrative staff will have been evaluated in a timely manner	Effectively evaluate and communicate clear performance expectations to administrative staff according to District policy.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Demonstration	Model the use of data to make well-informed decisions.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Demonstration; Staff survey	Routinely visit schools and classrooms in order to observe the quality or needs of the educational environment.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Presentation to School Board	Together with staff, create a process for ongoing review of state standards, curriculum guides and courses of study.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Recognizes staff member at School Board meeting, on website or via newsletter	Promote and recognize initiative, productivity, and creativity; and is sensitive to staff needs in order to accomplish District goals.			
Comments:				



**District Operations**

*The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient and effective learning environment.*

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
School Board and community are kept up-to-date on expenditures; Board doesn't need to routinely make rushed, last-minute financial decisions	Assure that long-range and short-range financial planning is accomplished in a manner that allows the Board to make informed and timely decisions.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Audit	Supervise business operations; insisting on and ensuring competent, efficient performance.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Delivers goals within budget and/or successfully obtains new funds; Presentation	Seek understanding of budget process; Prioritize district needs; Continually look for creative ways to fund improved learning opportunities for students.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Demonstration; Presentation to School Board	Stay abreast of local, state and federal financial aids and impacts. Advise the Board on financial decisions.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Presentation at School Board meetings or online	Clearly communicate and explain current school district finances to the staff and community on a routine or "as needed" basis.			
Comments:				

<b>Measures</b>	<b>Performance Expectations</b>	<b>Category 1</b>	<b>Category 2</b>	<b>Category 3</b>
Demonstration; Presentation to School Board	Assure adequacy and effectiveness of facilities and equipment. Oversee and/or maintain long-term facilities maintenance plans and budgets. Advise the Board on capital budgeting.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Effective plan is in place	Prepare and/or maintain crisis and disaster plans for District which is consistent with District policy. Use input from staff, law enforcement, and other appropriate people. Assure implementation of such plans, including practice drills.			
Comments:				

**Communication and Board Relations**  
*The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.  
The administrator understands, responds to, and interacts with the larger political, social, economic, legal and cultural context that affects schooling.*

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration	Represent the District in the community. Maintain a program of public relations to keep the community informed about District activities, needs, and successes.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration; Weekly updates	Keep the Board, staff, and community informed about latest educational practices, trends, and policies. Keep Board informed of issues or problems in the District.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Community and staff survey	Take prompt action on concerns, complaints or recommendations; promptly communicate the status or results to those involved (e.g. staff, parents, students, etc.)			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Demonstration	Prepare and submit recommendations to the Board on all matters requiring Board action. Supplement recommendations with necessary and helpful facts, information, and reports as needed for the Board to make informed decisions.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Community and staff survey	Encourage and actively listen to comments, suggestions, criticisms and recommendations by community, staff and school board.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Presentations to Board	Interpret, with the help of legal counsel, school law and legal issues to the Board and staff on an as-needed basis, and advise the Board accordingly.			
Comments:				

Measures	Performance Expectations	Category 1	Category 2	Category 3
Reports are done and on time	Assure completion of all district reports to the Board of Education, Department of Public Instruction, and other local, state and federal agencies.			
Comments:				

**Additional Comments:**

Approved: 02/04/13