

Sample 1: Superintendent Evaluation Form

Part 1 Job Responsibilities

STANDARD #1: A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

- 1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - Identifies critical data elements with stakeholder groups (i.e. teacher leaders, principals, School Improvement Advisory Committee, Board, etc.).
 - Ensures data-driven goals are set for the building and district teams.
 - Participates in planning process to establish measurable goals with all stakeholders.
- 1b. Uses research and/or best practices in improving the educational program.
 - Demonstrates knowledge of current research and best practice.
 - Ensures staff has access to information and/or examples of current research and best practice.
 - Aligns goals with current research and best practice about high quality instructional programs.
 - Systematically engages stakeholders in discussions about current research and best practice.
- 1c. Articulates and promotes high expectations for teaching and learning.
 - Holds administrative team to established expectations for teacher and student performance.
 - Works with stakeholders to establish expectations for teacher and student performance.
 - Communicates and discusses expectations for teaching and learning with stakeholders.
 - Promotes the belief that all students will master rigorous academic standards.
 - Facilitates goal setting to improve student achievement.
- 1d. Aligns and implements the education programs, plans, actions, and resources with the district's vision and goals.
 - Ensures building-level goals and action plans are consistent with district goals.
 - Ensures curriculum, instruction, and assessment alignment.
 - Provides leadership for development of effective and meaningful school improvement plan.
 - Makes decisions and allocates resources to support building and district goals.
- 1e. Provides leadership for major initiatives and change efforts.
 - Demonstrates understanding of the change process.
 - Systematically plans change efforts to improve student achievement.
 - Uses knowledge of the school, district and community environment to inform planning and actions.
 - Allocates resources to support initiatives and change efforts.
 - Supports staff during the change process.
 - Garners staff and community support for change.
 - Fosters a climate of shared leadership.
- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
 - Uses multiple means of communication to report district progress to share and help all stakeholders understand district progress.
 - Responds to stakeholder questions and/or concerns with information.

Evidence:	Summary Rating Meets Standard Doesn't Meet Standard
Reflection:	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #1

The questions provided are meant to guide the discussion between the superintendent and the board. The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the district’s initiatives, allocation of resources and student learning? (success? achievement?)
- How are you supporting the accomplishment of our district’s vision?
- How does our student achievement data compare to others?
- What are the factors that you believe will impact our long-range vision?
- What is the approach you use to developing and sustaining the district’s vision?
- How widely known is the vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
- Does our vision reflect the culture and climate of our community?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #1

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Board Agendas/Administrative Team Agendas
- Media – Newsletter/paper articles/web site
- Presentations to groups, including teachers (shareholders/stakeholders)
- Comprehensive School Improvement Plan actions for Annual Progress Report
- Board and Administrative goals
- Growth goals for Administrators
- Board policy and Administrative policy enforcement that’s reflective of a “new” vision with supporting materials
- Work with District Advisory Council
- Participation on state, regional, national initiatives
- “Observational” data from Board, Staff, etc.
- Comprehensive School Improvement Plan
- Evidence of annual review of district’s mission statement and alignment to practice
- Communication “vehicles” that make the school vision visible to stakeholders

STANDARD #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors

- 2a. Provides leadership for assessing, developing and improving climate and culture.
 - Articulates a plan to improve/sustain the desired climate and culture.
 - Defines a set of core values, which reflect the desired climate and culture.
 - Facilitates the assessment of implementation of plan and alters as necessary based on data sources.
 - Fosters a climate in which every student is well known, respected, and cared for.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Develops a structure that ensures all students and staff earn recognition for work well done.
 - Communicates accomplishments of staff and students to district stakeholders.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - Articulates desired effective teaching and learning experiences.
 - Facilitates the utilization of effective current practices and new innovations.
 - Orchestrates processes to improve teaching and learning experiences.
 - Facilitates the assessment of the results, which reflect the success of established processes.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
 - Facilitates the collection of data related to curriculum, instruction and assessment.
 - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
 - Ensures that a rigorous academic program is in place at each school.
 - Ensures that each student is engaged in a rigorous course of study.
 - Ensures that the curricular program is aligned with assessment systems.
 - Ensures that the curricular program is aligned across grades and levels of schooling.
 - Ensures that the regular and special programs (special education, English as a second language, etc.) are aligned.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
 - Demonstrates an understanding of and applies the Iowa School Leadership Standards and Criteria.
 - Maximizes district evaluation process to improve staff performance.
 - Initiates frequent conversations focused on continuous improvement.
 - Initiates critical conversations about quality teaching.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - Allocates resources to provide ongoing, research-based professional development.
 - Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement.
 - Solicits input from staff regarding professional development needs and planning.
 - Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.
- 2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - Demonstrates an understanding of current research and theory regarding effective schools and leadership.

- Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.

2h. Promotes collaboration with all stakeholders.

- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
- Provides time and opportunities for collaboration.
- Provides meaningful opportunities for students to be engaged in school.
- Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.

2i. Is easily accessible and approachable to all stakeholders.

- Develops and communicates a process for stakeholders to communicate with the administrator.

2j. Is highly visible and engaged in the school community.

- Interacts with stakeholders in ways that enhance their support for the district.
- Makes systematic and frequent visits to buildings and school and community activities.

2k. Articulates the desired school culture and shows evidence about how it is reinforced.

- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school cultures.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p>
<p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Meets Standard</p> <p>Doesn't Meet Standard</p>

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #2

The questions provided are meant to guide the discussion between the superintendent and the board.

The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- How do you monitor the culture and climate of the district? What are the key factors that you consider?
(Possible key factors to consider:)
 1. Alignment of quality professional development for all staff
 2. Norms about professionalism
 3. Staff turnover analysis based on exit interviews
 4. Student discipline data
 5. Grievances
 6. Absentee rates (staff and students)
 7. Beginning teacher retention
 8. Staff honors/recognitions and student recognitions
 9. Open enrollment data
 10. Student sub-group profiles re: participation rates in activities
 11. Post-graduate surveys
 12. Student achievement data
 13. Student recognitions
- How do you support a culture where everything is focused on student achievement?
- How do you insure a culture of equality and equity?
- What standards do you set for yourself for professional development and growth?
- How do you tell if the resources we're investing in professional development make a difference in student achievement?
- What evidence can you provide that we're using the best research about quality professional development?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #2**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Professional Development Plan
- Log of school visits and conversations with staff (includes emails)
- Reflective journals
- Agenda of learning experiences of administrative teams
- Written communications
- Feedback from a wide variety of stakeholders about performance as the superintendent
- Surveys of staff/community
- Meeting logs of times with administrative staff/support staff
- Symbolic “pins”, other symbols – celebrations, etc.
- Student achievement data
- Reports and celebrations of student achievement to Board and other audiences
- Linkage of Iowa Professional Development Model to student achievement goals
- Evidence of teachers examining student achievement data
- Iowa Youth Survey results
- Log of school visits and presentations
- Monthly calendar
- Comprehensive School Improvement Plan
- ACT Student Satisfaction Survey
- Written proposals for innovative practices
- Distribution of research to administrative team and teachers
- Documentation of coaching and evaluation of principals
- Trends in Career Development Plan growth goals for teachers
- Meaningful interpretive reports of student achievement data delivered in lay language

STANDARD #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

- 3a. Complies with state and federal mandates and local board policies.
 - Ensures organizational compliance at all levels of local, state, and federal policies and mandates.
 - Explains local, state, and federal policies and mandates to stakeholders.
 - Allocates resources to support the compliance of local, state, and federal policies and mandates.
 - Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state, and federal policies and mandates.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
 - Uses a variety of methods and resources to recruit highly qualified staff.
 - Develops district procedures for hiring staff and ensures the process is followed.
 - Ensures opportunities are provided for orientation, mentoring, and ongoing support for staff.
- 3c. Addresses current and potential issues in a timely manner.
 - Identifies issues with the potential to impact the district.
 - Develops plans to address the issues with the potential to impact the district.
 - Uses appropriate methods to communicate plans.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - Allocates resources, including technology, to optimize student learning.
 - Implements and communicates effective budgetary policies and procedures.
 - Assesses district facility needs and develops plan to meet those needs.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - Develops a school calendar to optimize student learning.
 - Work with Board to develop policies and procedures to optimize student learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.
 - Ensures the development and maintenance of a district communication plan.
 - Gathers information and input from a variety of sources prior to communicating.
 - Communicates accurate information to appropriate audience(s) in a timely manner.

Evidence:	Summary Rating

Reflection:	

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Possible questions Board Members could ask to conduct the reflective conversation.

Standard #3

The questions provided are meant to guide the discussion between the superintendent and the board. The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What strategies do you use to monitor the general operations of the district?
- How do you identify areas for improvement?
- How do you insure that the district's general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How does our financial data compare to other schools of comparable size and demographics?
- How often do you have critical conversations with the business manager about the financial health and financial safeguards for the district?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the district?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #3

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Administrative "calendar"
- Department of Education site visit summative report
- Auditor's Report
- Grants received/applied for – alignment to goals of the district; sustainability
- Induction plan of Board members for understanding of school finance (confidence of Board members' understanding)
- Academy of Board Learning Experiences (ABLE) meetings attended
- Facility plans
- Enrollment plans
- Policies/procedures for management of funds
- "categorical" funds/budgets
- Emergency/Crisis Plans
- Hiring process
- Employee handbooks
- External audits
- Board meeting agendas
- School Comparisons Chart from Iowa Association of School Boards
- Meeting records of conversations with Business Manager about fiscal health
- "Second opinion" report about financial health of the district
- Financial Report Card
- Administrative Team Meeting Agendas

STANDARD #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

- 4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
 - Ensures the involvement of students, families, and community members in the decision-making process to enhance student achievement.
 - Promotes collaborative opportunities to enhance district achievement.
 - Builds partnerships with community groups to support district goals.
- 4b. Promotes and supports a structure for family and community involvement in the education system.
 - Establishes system for school and stakeholders to communicate with one another.
 - Collects and uses input/feedback from families and community for decision making.
 - Provides for skill development to family and community to support student learning.
 - Models equity in engaging stakeholders that represent the diversity of the school community.
 - Secures resources from the larger community to support school goals.
- 4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
 - Ensures process exists for connecting students and families to appropriate health and social services.
- 4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
 - Interacts with parents in ways that enhance their support for student learning.
 - Fosters responsibility among staff to provide welcoming culture for all.
 - Promotes respect for diversity; Capitalizes on the diversity of the school community.

Evidence:	Summary Rating

_____	Meets Standard

_____	Doesn't Meet Standard

Reflection:	

**Possible questions Board Members could ask to conduct the reflective conversation.
Standard #4**

*The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.*

- What data do you have that indicates the level of meaningful parent involvement in their children’s education?
- What steps have you taken to initiate community partnerships around district goals? What are the results of the initiatives?
- How do you reach out to “unengaged” parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc?
- What do you do to model a healthy balance between professional and personal responsibilities to the families in our district?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #4**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Meeting logs/minutes of task force meetings
- Level of volunteerism
- Parent - Teacher conference numbers
- Number of hits on web site
- Community Survey
- Needs Assessments/Satisfaction surveys/Focus Groups
- Election results that impact tax levies
- Written communications
- Data on outreach programs
- Collaborative Partners
- Advisory Board minutes
- Participation in 6 year plan for 8th graders
- Parenting classes - numbers
- Inter-agency agreements
- “House calls” – contact with parents and partners
- Open houses
- Membership and service to service clubs
- Participation in youth-oriented organizations
- Communications with parents
- Minutes of the School Improvement Advisory Committee meetings

**Possible questions Board Members could ask to conduct the reflective conversation.
Standard #5**

*The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.*

- How do you apply ethical decision-making with staff, students, parents and other stakeholders?
- How do you confront and resolve any ethical issue that arises re: interactions between staff, staff & students, students & students, board to board, board to school personnel, board to community?
- What strategies do you employ when dealing with ethical issues such as treating all kids equitably, insuring that under-performing kids are given extra supports, creating a safe learning environment for all kids, etc.?
- How do you model integrity, fairness and ethical behavior?
- When have you drawn an ethical “line in the sand”?
- What evidence can you provide that your decisions are based on the “greater good” of all kids and the system?
- What values and beliefs are central to how you approach ethical dilemmas?
- What standards do you set for yourself for your own professional development and growth?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #5**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Feedback from a variety of stakeholders
- Record of solicitation of feedback
- Customer satisfaction indices
- Special Education delivery plan
- Written recommendations on difficult issues
- “Equity” district-wide program results
- Character Education Program data
- Sportsmanship – Coaches feedback
- Affirmative Action Plan
- Email file

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #6

The questions provided are meant to guide the discussion between the superintendent and the board.

The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What service providers are we working with or networking with, and what is the impact of those efforts?
- What steps are you taking to collaborate with other districts, institutions, and organizations and on what issues?
- What steps are you taking to insure that our students & organization will be prepared for the changing demographics of our state and nation?
- What examples of your efforts to advocate for our district, all students, and for education can you give us?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #6

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts

listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Communication logs with legislators
- Agendas from meetings –Area Education Agency, Board Meetings, meetings with legislators, etc.
- Participation in “non-school” initiatives, e.g. Economic Development, Chambers, Empowerment
- Participation in Professional Associations like School Administrators of Iowa & Iowa Association of School Boards
- Participation in state-level task forces
- Involvement with community colleges, Institutions of Higher Education, Post-Secondary Institutions
- Inter-Agency Agreements
- Involvement with “School Safety” organizations.

PART III – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:

	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Superintendent Comments:

School Board President Comments:

Recommendation for Continuous Improvement (check one)

Professional Growth Plan

Remediation Target(s)

Superintendent's Signature: _____ Date: _____

Evaluation Period: 200____ to _____, 200____

Board President's Signature: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: _____ School: _____ District: _____ AEA: _____

District or Building Focus

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Step 1

Step 2

Step 3

Specific School/ or District Goal (for above general goal area)

Specific Leadership Goals*

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related ISSL

(Document the effect of chosen indicators.)

Start & End Dates

Review Date(s)

Items discussed during review

Step 4

Learning Goals*

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related ISSL

(Document the effect of chosen indicators.)

Start & End Dates

Review Date(s)

Items discussed during review

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Supports for Plan Implementation (check all that apply and describe)

Step 5
 Supervisor/Board:
 Peer:

AEA/Regional:
 Other:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent Comments:

Board President Comments:

Signatures: _____ Date _____
 Superintendent Board President Date

