

**Performance Levels:**

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

**Exemplary:** Exceeds the standard

**Accomplished:** Meets the standard

**Developing:** Makes growth toward meeting the standard

**Growth Required:** Area(s) required to be addressed in the Professional Growth Plan

Superintendent Summative Evaluation 2014-15				
Standard	Exemplary	Accomplished	Developing	Growth Required
<b>1. <u>Strategic Leadership</u></b> The Superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<b>2. <u>Instructional Leadership</u></b> The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

**Superintendent Summative Evaluation 2014-15**

Standard	Exemplary	Accomplished	Developing	Growth Required
<b>3. <u>Cultural Leadership</u></b> The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<b>4. <u>Human Resource Leadership</u></b> The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<b>5. <u>Managerial Leadership</u></b> The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Superintendent Summative Evaluation 2014-15				
Standard	Exemplary	Accomplished	Developing	Growth Required
<b>6. Collaborative Leadership</b> The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence
<b>7. Influential Leadership</b> The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence	<input type="checkbox"/> Comments/Evidence

Overall Comments:

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

DRAFT