**Superintendent Summative Evaluation Checklist 2014-15 - 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**  |
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| **Standard** | **Exemplary****(Exceeds Standard)** | **Accomplished****(Meets Standard)** | **Developing****(Makes Growth to meet Standard)** | **Growth Required** (**To be addressed in the Professional Growth Plan)** |
| 1. **Strategic Leadership:** The Superintendent creates conditions that result in strategically reimaging 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.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** |
| 1. **Instructional Leadership:** The core business of school Superintendents must always be teaching and learning in a team committed to shared values and beliefs, and challenging equitable education programs and learning experiences for all students. The moral imperative of school District leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school college and career ready, prepared for a productive life in the 21st Century. Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved student learning. They set specific achievement targets for schools and students and then monitor those targets, ensuring consistent use of research-based best instructional practices in all schools and classrooms.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** |
| 1. **Cultural Leadership**

Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand 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, a Superintendent must be able to “re-culture” the District, if needed, to align with the District’s goals of improving student learning and infuse the work of the adults and students with passion, meaning and purpose. | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** |
| 1. **Human Resource Leadership:** Superintendents ensure 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. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in District leadership succession planning.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments****/Evidence** |
| 1. **Managerial Leadership**: Superintendents ensure 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.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** |
| 1. **Collaborative Leadership:** A 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.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** |
| 1. **Influential Leadership**: 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.
 | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /**E**vidence** |
| 8. **Dispositions – The Human Elements:** The effective Superintendent is first and foremost an effective person. Superintendents must know much and have many skills. However, what differentiates effective, transformational leaders (those who can facilitate more than a year’s worth of growth with a year’s worth of effort from the rest is that they are successful not only because of what they know and do but because of who they are shining through their knowledge and skills. These human qualities-core values beliefs and perceptions are called dispositions. Four areas of dispositions that have the greatest impact on facilitating progress and positive change in people and organizations are: (1) realistic and positive dispositions about oneself; (2) the belief that others are valuable, able, and worthy; (3) dispositions about the larger purposes of the educational endeavor; and (4) dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents. High performing schools recognize the importance of these dispositions and intentionally hire for and grow them in all partners. | [ ] **Comments/Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /Evidence** | [ ] **Comments /**E**vidence** |

**Overall Rating:** 1) Exemplary: Exceeds the standard

(choose one based on 2) Accomplished: Meets the standard

comments and evidences) 3) Developing: Makes growth toward meeting the standard

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

**Comments (you may attach another sheet if necessary):**