

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

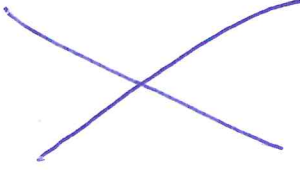
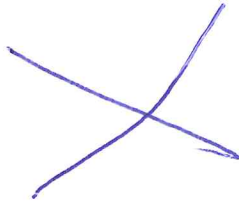
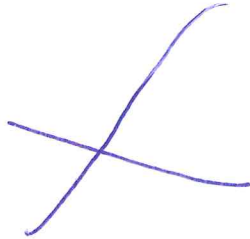
Accomplished: Meets the Standard

Developing: Makes growth toward meeting the standard

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

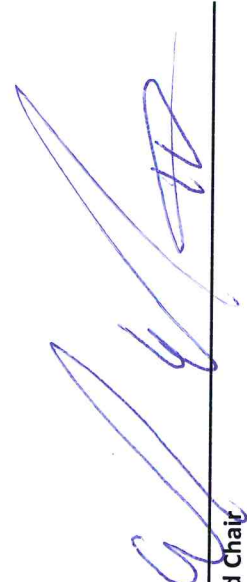
Superintendent Summative Evaluation 2017-2018				
Standard	Exemplary Comments/Evidence	Accomplished Comments/Evidence	Developing Comments/Evidence	Growth Required Comments/Evidence
1. Strategic Leadership The superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century. The superintendent creates 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	X			
2. Instructional Leadership 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.	X			

Superintendent Summative Evaluation 2017-2018

Standard	Exemplary Comments/Evidence	Accomplished Comments/Evidence	Developing Comments/Evidence	Growth Required Comments/Evidence
3. <u>Cultural Leadership</u> The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. The superintendent 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.	■		■	■
4. <u>Human Resource Leadership</u> The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.		■	■	■
5. <u>Managerial Leadership</u> 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 decisions about resources so as to meet the 21 st century needs of the district.	■		■	■

Superintendent Summative Evaluation 2017-2018						
Standard	Exemplary		Accomplished		Developing	
	Comments/Evidence		Comments/Evidence		Comments/Evidence	
6. Collaborative Leadership 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 the 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.					X	
7. Influential Leadership The superintendent promotes the success of teaching and learning 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.					X	

Overall Comments:


 Board Chair


 Superintendent

Date: May 20, 2019