

## **Evaluation of the Superintendent**

### **PROCESS**

1. At the beginning of each contract year, the Board reviews the plan and expectations with the Superintendent prior to implementing the evaluation plan.
2. The Board and Superintendent collaboratively determine the evaluation process, timelines, and forms including the type of performance rating system to be used – numerical (4-1), descriptive (Exemplary, Accomplished, Developing, Improvement Required), or both. The Board will get more effective evaluation data through thoughtful discussions in determining a descriptive performance rating, but using and averaging numbers is an option.
3. Using the following Superintendent Evaluation instrument, the Superintendent conducts a self-assessment and reflects on his/her own performance levels in terms of the standards, indicators, and professional growth plan goals.
4. Each Board member uses the following Superintendent Evaluation instrument to reflect on Superintendent progress and performance levels on standards, indicators and professional growth plan goals. Board members should also consider areas of emphasis on previous evaluations.
5. Each Board member should rate all the performance standards to create a comprehensive evaluation of the job, keeping in mind that factors such as experience and organizational structure may determine the level of focus on each standard. Performance indicators are listed below every standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
6. Written comments in support of your rating are recommended as they provide clarity and are helpful during the Board discussions of the evaluation.
7. Each Board member's forms should be returned to the Board Chair or designee for compiling.
8. The entire Board and Superintendent meet to discuss individual and/or compiled reflection/assessment results. This conversation shall be held in a closed session and may include identifying commonalities and differences as well as developing and agreement on performance expectations.
9. The Board and Superintendent determine expectations relating to performance standards and professional growth plan goals. Throughout the year the Superintendent collects and retains evidence of performance for areas of emphasis as well as standards and professional growth plan goals. S/he shares evidence with the Board throughout the year to demonstrate efforts toward increased competencies in these areas.
10. The Board considers and incorporates Superintendent evidences into the Superintendent annual performance evaluation and collectively, with one voice, determines the Superintendent performance level for each standard and goal.
11. The final evaluation (summative) of the Superintendent shall be discussed and adopted in an open meeting of the Board and reflected in the meeting minutes.

**Evaluation of the Superintendent****PERFORMANCE RATING LEVELS**

The following performance levels will be used to indicate the progress of a Superintendent toward the seven standards and professional growth plan goals.

- (4) Exemplary:** Exceeds the standard
- (3) Accomplished:** Meets the standard
- (2) Developing:** Making progress toward meeting the standard
- (1) Improvement Required:** Progress toward meeting the standard/goal is unacceptable; standard/goal is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent.

Comments are recommended to support performance levels for each standard and professional growth plan goal and necessary when performance is determined to be Improvement Required.

**Evaluation of the Superintendent****EVALUATION INSTRUMENT****STANDARD 1: STRATEGIC LEADERSHIP**

The Superintendent works collaboratively with the Board of Education to create the conditions necessary for articulating the District's vision, mission, and goals. Through clear communication, strategic planning, and effective leadership, the Superintendent ensures alignment with state and local priorities, establishing the foundation for continuous improvement in student achievement and District success.

**PRACTICES INDICATORS:**

The Superintendent:

- Communicates the District's vision, mission, and goals clearly and consistently to all stakeholders, ensuring understanding and engagement across the community.
- Ensures that the District's identity—its vision, mission, values, and goals—drives decision-making and reflects the community's culture and aspirations.
- Facilitates the implementation and monitoring of District strategic priorities informed by data and aligned with the Kentucky Board of Education and local priorities.
- Aligns financial resources with strategic goals to advance student learning and District improvement.
- Advocates for local, state, and national priorities to secure funding and influence policy aligned with the District's vision and mission.

**Evaluation of the Superintendent**

**STANDARD 1: STRATEGIC LEADERSHIP (CONTINUED)**

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

**Comments & Evidence to support the Superintendent's performance for this standard:**

**Evaluation of the Superintendent****STANDARD 2: INSTRUCTIONAL LEADERSHIP**

The Superintendent develops and sustains a District culture that prioritizes student learning. By fostering high expectations, instructional equity, and coherence, the Superintendent ensures that all students receive the support they need to succeed, regardless of background. Instructional leadership engages educators, students, and families in the learning process, addresses the whole child's development, prepares them to meet the community's evolving needs, and adapts to the ever-changing landscape of technology to enhance instructional practices.

**PRACTICES INDICATORS:**

The Superintendent:

- Fosters a District-wide commitment to continuous improvement and educational excellence while ensuring equitable systems, structures, and resources that support whole-child development.
- Aligns curriculum vertically and horizontally to ensure consistency, equitable access, and smooth student transitions across grade levels, reinforcing the expectation that all students can learn.
- Designs instructional programs, including effective virtual education models, that reflect the community's needs and prepare students for success in local and global contexts.
- Promotes professional learning, cultivates principals as instructional leaders, and innovative practices, including technology integration, to engage educators, students, and families in continuous improvement.
- Advocates for policies and funding that enhance instructional programs, particularly those addressing equity and access to advanced learning opportunities.

**Evaluation of the Superintendent**

**STANDARD 2: INSTRUCTIONAL LEADERSHIP**

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

**Comments & Evidence to support the Superintendent's performance for this standard:**

**Evaluation of the Superintendent****STANDARD 3: CULTURAL LEADERSHIP**

The Superintendent embraces the District's culture and traditions to create conditions for exemplary performance. By aligning the work of all stakeholders with the district's mission, the Superintendent promotes equity, trust, and shared accountability, ensuring that the district culture supports the success of every student. The Superintendent ensures that the community has opportunities to provide input on local measures, aligning instructional practices and District priorities with community needs.

**PRACTICES INDICATORS:**

The Superintendent:

- Communicate and exemplify the District's core beliefs about teaching and learning, holding themselves to the highest standards as a visible model for stakeholders.
- Establishes a purpose with all stakeholders and equips all employees with the tools, resources, and clarity needed to positively influence student outcomes.
- Develops trust through collaboration and transparency, fostering a culture of shared accountability.
- Recognizes and celebrates District successes while addressing areas for growth, ensuring stakeholders feel valued and engaged in continuous improvement.
- Develops and maintains a regular cadence of communication to ensure consistent messaging about District priorities, finances, values, and achievements across all stakeholders.
- Creates opportunities for dialogue, shared decision-making, and conflict resolution with stakeholders through advisory councils, SBDM councils, forums, and community events.

**Evaluation of the Superintendent**

**STANDARD 3: CULTURAL LEADERSHIP (CONTINUED)**

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

**Comments & Evidence to support the Superintendent's performance for this standard:**

**Evaluation of the Superintendent****STANDARD 4: HUMAN RESOURCE LEADERSHIP**

The Superintendent ensures the District is a professional learning community with effective systems for recruiting, developing, and retaining high-quality staff. Through distributed leadership and fair evaluation practices, the superintendent establishes a supportive environment that prioritizes professional growth and accountability. The Superintendent also ensures compliance with all federal and state employment laws through ongoing review and monitoring of District processes.

**PRACTICES INDICATORS:**

The Superintendent:

- Oversees and monitors processes for hiring, inducting, and mentoring staff while fostering a positive work environment that supports retention and reflects staff feedback to improve the employee experience.
- Implements and monitors systems for fair and effective staff evaluations to improve performance.
- Plans for leadership succession to ensure continuity and alignment with district priorities while fostering a culture where succession planning cascades to all levels, including developing teacher leaders to support classroom and school-level stability.
- The District regularly reviews and updates its employment processes to ensure compliance with all federal and state laws related to employment practices.

**Evaluation of the Superintendent**

**STANDARD 4: HUMAN RESOURCE LEADERSHIP (CONTINUED)**

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

**Comments & Evidence to support the Superintendent's performance for this standard:**

**Evaluation of the Superintendent****STANDARD 5: OPERATIONAL LEADERSHIP**

The Superintendent ensures the District's operations and resources are efficiently organized to support instructional priorities and student safety. By aligning systems for budgeting, facilities, and communication, the Superintendent provides the operational stability required for the District's success. The superintendent also ensures ongoing communication with the Board about the District's financial stability and resource alignment with strategic priorities.

**PRACTICES INDICATORS:**

The Superintendent:

- Develops, implements, and monitors comprehensive safety and emergency preparedness plans.
- Develops and oversees budgets that align resources with District goals and student needs.
- Ensures capital planning and facilities management reflect the priorities of student learning and safety.
- Establishes effective two-way communication systems that promote transparency, timely information sharing, and engagement with board members, employees, parents/guardians/families, and the community.
- Advocates for operational policies and funding to enhance District infrastructure and safety.

**Evaluation of the Superintendent**

**STANDARD 5: OPERATIONAL LEADERSHIP (CONTINUED)**

The Superintendent's performance for this standard:

- ☐ **(4) Exemplary:** Exceeds the standard
- ☐ **(3) Accomplished:** Meets the standard
- ☐ **(2) Developing:** Making progress toward meeting the standard
- ☐ **(1) Improvement Required:** Progress toward meeting the standard is unacceptable; standard is required to be addressed with Performance Expectations agreed upon by the Board and Superintendent. Comments to support this performance level are required.

**Comments & Evidence to support the Superintendent's performance for this standard:**

