

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.
1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.				
1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.				
1.3 Keeps the school board informed on needs and issues confronting school division employees and students.				
1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.				
1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.				
1.6 Oversees the administration of the school division's day-to-day operations.				
1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.				
1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.				
1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.				

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Performance Standard 2: Planning and Assessment

The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic success.
2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.				
2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.				
2.3 - Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.				
2.4 - Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.				
2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.				
2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.				
2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.				
2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.				



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Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.				
3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.				
3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.				
3.3 Assesses factors affecting student achievement and directs change for needed improvements.				
3.4 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.				
3.5 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.				
3.6 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.				
3.7 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.				
3.8 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.				

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Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent is highly effective at organizational management, demonstrating proactive decision-making, coordinating safe, efficient operations, and maximizing available resources.	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.				
4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.				
4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.				
4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.				
4.5 Demonstrates organizational skills to achieve school, community, and division goals.				
4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.				
4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.				
4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.				
4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.				

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Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.
5.1 Models and promotes effective communication and interpersonal relations within the school division.				
5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.				
5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.				
5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.				
5.5 Demonstrates the skills necessary to build community support for division goals and priorities.				
5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.				
5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.				
5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.				



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Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.				
6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.				
6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.				
6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.				
6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.				
6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.				
6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.				
6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.				

6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.				
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Performance Standard 7: Divisionwide Student Academic Progress

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.				
7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.				
7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.				
7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.				
7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.				
7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.				
7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.				
7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.				
7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.				

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