

**SPECIAL NOTE:** *Consider this instrument for both a self-evaluation and evaluation by the board. Used as a baseline, it can be very effective approach for documenting the continuous progress of programs or initiatives requiring multi-year development.*

## **Superintendent Leadership Assessment**

### **STANDARD 1: STRATEGIC LEADERSHIP**

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 globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century. He or she creates a climate 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 pathway to reach it.

\_\_\_Level 5: Far exceeded expectations

Performance greatly exceeded expectations with superior outcomes and outstanding advancement

\_\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_\_Level 2: Improvement needed

Performance failed to meet expectations in one or more essential aspects with minimal evidence of headway

\_\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**

## **STANDARD 2: INSTRUCTIONAL LEADERSHIP**

The Superintendent sets high standards for the professional practice of 21<sup>st</sup> century instruction and assessment that result in increased accountability. He creates professional learning communities resulting in highly engaging instruction and improved student learning. He sets specific achievement targets for schools and students based on internal, formative assessments and ensures the consistent use of research-based instructional practices in all classrooms to reach the targets.

\_\_Level 5: Far exceeded expectations

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\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_Level 2: Improvement needed

Performance failed to meet expectations in one or more essential aspects with minimal evidence of headway

\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**

### **STANDARD 3: CULTURAL LEADERSHIP**

The Superintendent understands and acts on the important role a systemic culture has in the exemplary performance of all schools. He or she 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 "re-culture" the district, if needed, to align the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

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\_\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_\_Level 2: Improvement needed

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\_\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**

#### **STANDARD 4: HUMAN RESOURCE LEADERSHIP**

The Superintendent ensures that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. The Superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in developing leadership capacity throughout the district.

\_\_Level 5: Far exceeded expectations

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\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_Level 2: Improvement needed

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\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

#### **Board Member Comments**

### **STANDARD 5: MANAGERIAL LEADERSHIP**

The Superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communication expectations, and scheduling that organize the work of the district and gives priority to quality teaching, quality leadership, student learning, and safety. He or she solicits resources (both operating and capital), monitors their use, and assures the inclusion of all stakeholders in decisions about resources to better meet the 21<sup>st</sup> century needs of the district.

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\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_Level 2: Improvement needed

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\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**

## **STANDARD 6: EXTERNAL DEVELOPMENT LEADERSHIP**

The Superintendent, in collaboration with the Board of Education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district mission and vision. Acknowledging that effective schools build strong communities, the Superintendent proactively creates, with the school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

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\_\_\_Level 4: Exceeded expectations

Performance surpassed expectations with quality results and significant growth

\_\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_\_Level 2: Improvement needed

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\_\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**

### **STANDARD 7: MICRO-POLITICAL 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 of all students.

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Performance surpassed expectations with quality results and significant growth

\_\_\_Level 3: Met expectations

Performance met expectations in all aspects with substantial movement forward

\_\_\_Level 2: Improvement needed

Performance failed to meet expectations in one or more essential aspects with minimal evidence of headway

\_\_\_Level 1: Unsatisfactory

Performance was below expectations in all essential aspects with negligible effort or progress

### **Board Member Comments**