

Rating System

Highly Effective - 4 Points, Effective - 3 Points, Developing- 2 Points, Ineffective - 1 Point

After each element is a required comment box “Comment Supporting Score”

Add-ons for Superintendent Evaluation

To be used as needed for a given year.

At the end of the document are items to be used as needed for a given year.

Examples: Bond and Levy Campaigns and Advocacy

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Superintendent Roles and Responsibilities

1. Serves as chief administrative officer of the school district and implements the school district's policies.
2. Recommends appropriate modifications to school district policies.
3. Assist the school board in all matters pertaining to the school district's welfare.
4. Responds to the school district and community needs, concerns, and questions in a timely manner.
5. Establish and maintain an effective organizational structure with clear lines of authority and responsibility.
6. Establish and follow a long-term strategic plan that operates within MN statute, adheres to school district policies and references changes in the political, legal, educational, and community preferences.
7. Establishes employee performance expectations and utilizes a system to periodically monitor competence.
8. The superintendent will carry out annual goals set by the school board.
9. Foster a climate for staff development that focuses on continuous professional development.
10. Ensures that decision making is student centered and achievement oriented.
11. Ensures that current curriculum in accordance with the MN Department of Education recommendations
12. Assumes responsibility for school district finances and that a budget is planned and maintained.

Standard 1. Governance Team

Element 1a - Roles and Responsibilities

Highly Effective (*4 points*): Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear.

Effective (*3 points*): Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities.

Developing (*2 points*): Articulates and adheres to the roles and responsibilities of the school board and superintendent.

Ineffective (*1 point*): Does not articulate or adhere to the roles and responsibilities of the school board and superintendent.

Element 1b - Goals and/or Strategic Plan

Highly Effective (*4 points*): Facilitates development of the school district's short and long term measurable goals and aligns available resources with school district's budget to accomplish goals.

Effective (*3 points*): Facilitates development of the school district's short and long term goals and recommends necessary financial strategies to meet goals.

Developing (*2 points*): Goals have been developed but no overall plan or alignment of resources exist.

Ineffective (*1 point*): Goals are not developed.

Element 1c - Policy Implementation

Highly Effective (*4 points*): Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development.

Effective (*3 points*): Consults with school board when questions of policy interpretation arise; follows school board policy in decision making.

Developing (*2 points*): Occasionally acts without following school board policy.

Ineffective (*1 point*): Does not follow or rely on school board policy. Uses personal discretion in decision-making.

Element 1d - Information for Decision Making and Inquiries

Highly Effective (4 points): Collaborates with the school board in providing high value information and guiding effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations; answers school board questions thoroughly to ensure understanding.

Effective (3 points): Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations. Any school board questions are addressed with follow-up to members most of the time.

Developing (2 points): Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate information or historical perspective. School board questions are answered, but not all members are apprised of relevant questions and answers.

Ineffective (1 point): Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information. School board questions are rarely answered.

Standard 2. School District Finances

Element 2a - Collaborates with Director of Finance in Budget Development and Maintenance

Highly Effective (*4 points*): Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives.

Effective (*3 points*): Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives.

Developing (*2 points*): Budget development, resource allocation, and management is focused on immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district.

Ineffective (*1 point*): Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs.

Element 2b - Oversees Director of Finance Financial Controls, Asset Protection & Communication

Highly Effective (*4 points*): Ensures 3rd party audits are completed and accurate; protects districts fiscal health; ensures constant flow of financial information and its impact to leadership.

Effective (*3 points*): Ensures state accounting procedures are followed; provides oversight of resource allocation to align with district goals & regularly reports concerns regarding financial status of the district.

Developing (*2 points*): Ensures audit discrepancies are reported; provides limited oversight of resource allocation; inconsistent in enforcing policies and procedures; reports financial status when requested by board.

Ineffective (*1 point*): Does not ensure financial accounts are in order; only reports financial status upon audit report; audit reveals discrepancies; recommends fiscal decisions that do not align with district priorities.

Standard 3. Communication & Community Relationships

Element 3a - Relationships and Engagement with the Community

Highly Effective (*4 points*): Builds productive relationships and seeks out input from external groups and individuals; uses the input in decision-making.

Effective (*3 points*): Creates relationships and solicits input from select groups and individuals.

Developing (*2 points*): Very rarely builds relationships or seeks input from external groups or individuals.

Ineffective (*1 point*): Demonstrates lack of intention to build relationships or regard for input and influence of external groups or individuals.

Element 3b - Informs the Community as a Whole

Highly Effective (*4 points*): Actively keeps the community informed with appropriate, regular communication on a variety of school district topics, issues, and/or concerns, allowing the school board to meet its responsibilities.

Effective (*3 points*): Keeps community members informed of school district issues and/or concerns as needed so the school board may meet its responsibilities.

Developing (*2 points*): Keeps only some members informed of school district issues and/or concerns, limiting the school board's ability to meet its responsibilities.

Ineffective (*1 point*): Does not provide information the community needs to understand school district issues and/or concerns, hindering the school board's ability to meet its responsibility.

Element 3c - Visibility and Approachability

Highly Effective (*4 points*): Is visible and approachable by members of the community; attends many and varied events.

Effective (*3 points*): Is visible and approachable by members of the community; attends some events.

Developing (*2 points*): Attends few events and is seldom approachable by community members.

Ineffective (*1 point*): Is neither visible nor approachable by community members.

Standard 4. School District Operations

Element 4a - Facilities Management

Highly Effective (*4 points*): Delegates that a facility management plan is in place and is operating efficiently and effectively (this includes having knowledge of the current status of buildings, the need to improve facilities in the future, and if so, a projected plan to secure funding)

Effective (*3 points*): Delegates that a facility management plan is in place and is operating efficiently and effectively, there is an awareness of current building status and needs, and these needs are met on time.

Developing (*2 points*): Has awareness of facility needs but there is no plan and maintenance occurs on an as needed basis.

Ineffective (*1 point*): There is no awareness of facility needs such that issues are dealt with haphazardly and only when absolutely necessary.

Element 4b - Oversight of Subdivisions

Highly Effective (*4 points*): Delegates responsibility of subdivisions to department heads and ensures that each are maintaining an efficient and effective operational and long-term plan.

Effective (*3 points*): Delegates responsibility of subdivisions to department head and has some knowledge of their operational and long-term plans.

Developing (*2 points*): There is partial delegation of responsibility to department heads and has general (but not specific) awareness of subdivision operational and long-term plans.

Ineffective (*1 point*): There is incomplete delegation of responsibility to department heads and there is limited knowledge of subdivision operational or long-term plans.

Element 4c - Personnel and Staffing

Highly Effective (*4 points*): There is an established plan for recruiting, hiring, supporting, developing, and retaining staff. The School Board is made aware of open positions.

Effective (*3 points*): There is an established plan for recruiting, hiring, supporting, developing, and retaining staff.

Developing (*2 points*): There is an inconsistent plan for recruiting, hiring, supporting, developing, and retaining staff.

Ineffective (*1 point*): There is no plan for recruiting, hiring, supporting, developing, and retaining staff.

Standard 5. Human Resources

Element 5a - Internal Communication

Highly Effective (*4 points*): Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input.

Effective (*3 points*): Keeps staff informed of most important matters and seeks input annually.

Developing (*2 points*): Inconsistently keeps staff informed of important matters.

Ineffective (*1 point*): Lacks specific system to inform staff of important matters or fails to seek input.

Element 5b - Culture of Visibility, Approachability, and Cooperation

Highly Effective (*4 points*): Is visible at a variety of school settings, approachable by staff, and follows an open-door policy creating a trusting, caring, and productive relationship with staff and the community.

Effective (*3 points*): Is visible and approachable to most staff and community members and engages in some district and community events.

Developing (*2 points*): Seldom visible and viewed as unapproachable by staff and the community, and rarely attends district events and activities.

Ineffective (*1 point*): Not visible or approachable to the staff or the community with no interest in attending district events or activities.

Element 5c - Personnel Management

Highly Effective (*4 points*): Follows an established, comprehensive, and proactive system to fairly and consistently deal with personnel.

Effective (*3 points*): Uses policies and procedures to address personnel.

Developing (*2 points*): Establishes policies and procedures to deal with personnel but does not implement them consistently.

Ineffective (*1 point*): Policies and procedures for handling personnel issues are not in place so these are not managed consistently.

Standard 6. Teaching and Learning

Element 6a - Knowledge of Teaching/Learning and Curriculum/Instruction

Highly Effective (*4 points*): Demonstrates a high degree of knowledge and comfort with current instructional practices and ensures curriculum is in place, aligned across grade levels, and complies with state standards.

Effective (*3 points*): Demonstrates a fair amount of knowledge and comfort with current instructional practices and ensures that curriculum aligns with state standards.

Developing (*2 points*): Demonstrates some knowledge of current instructional practices leaving staff to design their own curriculum with little coordination.

Ineffective (*1 point*): Is not up to date on current teaching practices, curriculum is not a priority, and there are academic inconsistencies across the district.

Standard 7: Student Support

Element 7a - Student Engagement, Feedback and Support for Students

Highly Effective (4 points): Responsible for empowering staff to cultivate student engagement in school; to provide systems of academics, support, services, extracurricular activities, and accommodations, to meet the range of students' learning needs. Ensures coordination and support, maintaining safe, equitable, inclusive, caring, healthy and respectful learning environments for all students. Actively seeks student input to create student involvement in goal setting.

Effective (3 points): Encourages staff to foster student engagement in school; readily accepts student input and engages students involvement in goal setting. Provides systems for academics, supports, services and extracurricular activities, and accommodations to meet most students' range of learning needs. Coordination and alignment could be improved; a trusting, safe, equitable, inclusive and respectful school environment exists and is sustained.

Developing (2 points): Ensures that staff encourage engagement in school; accepts student input but does not seek it. Academics, support services, extracurricular activities and accommodations to meet a majority of students' range of learning needs. A trusting, safe, equitable, inclusive and respectful school environment exists.

Ineffective (1 point): There is no culture of student engagement. Academics, support services, extracurricular activities and accommodations are not available for students; a trusting, safe, equitable, inclusive and respectful environment does not exist.

Element 7b - School Safety and Security

Highly Effective (4 points): Ensure that system wide plans have been developed and implemented to ensure all school district buildings and grounds are safe and secure. Collaborates with local law enforcement and fire prevention agencies. Ensure effective crisis management strategies and techniques, and that safety drills are conducted to ensure parties know roles and responsibilities. Monitors for effectiveness.

Effective (3 points): Ensuring plans have been developed and implemented to ensure school buildings and grounds are safe and secure. Collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities.

Developing (2 points): Ensure plans, including the required safety drills, have been developed resulting in the school district building and grounds being partially safe and secure.

Ineffective (1 point): No plan has been developed to ensure school district buildings and grounds are secure resulting in an unsafe environment for staff and students.

Standard 8: Ethical and Inclusive Behavior

Element 8a - Ethics and Professional Behavior Modeled by the Superintendent

Highly Effective (*4 points*): Demonstrates highest standards of ethical and professional behavior and integrity. Creates climate in which employees are highly conscious of ethical and professional expectations. Demonstrates high level of self-awareness of and commitment to improve upon professional practice. Holds staff accountable for ethical and professional behavior.

Effective (*3 points*): Consistently models highest standards of ethical and professional behavior. Guides staff to articulate and reinforce high ethical and professional expectations to staff members.

Developing (*2 points*): Follows acceptable standards of ethical and professional behavior. Articulates standards of ethical and professional behavior to staff members. Has awareness of need to improve professional practice.

Ineffective (*1 point*): Has little awareness of ethical and professional behavior. Does not articulate expectations or monitors compliance with standards.

Add-ons for Superintendent Evaluation

To be used as needed for a given year.

Bond and Levy Campaigns

Highly Effective (4 points): Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities.

Effective (3 points): Helps school board develop community engagement strategies that build support for levies and bonds.

Developing (2 points): Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner.

Ineffective (1 point): Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns.

Advocacy

Highly Effective (4 points): Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions.

Effective (3 points):: Assumes leadership role through numerous contacts with government officials to protect and promote students interests.

Developing: (2 points) Engages with government officials to protect students' interests.

Ineffective (1 point): Does not engage with government officials) to protect students' interests.

Collective Bargaining

Highly Effective (4 points): Assists School Board in preparing for and conducting negotiations.

Effective (3 points): Is proactive in preparing for collective bargaining by sharing appropriate information.

Developing (2 points): Accepts that collective bargaining is necessary and may be challenging.

Ineffective (1 point): Does not seek to understand and/or improve collective bargaining.

District 423 SUPERINTENDENT EVALUATION

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~~Leadership and District Culture: Possessing leadership skills and knowledge of district culture includes the ability to:~~

¶¶

~~A. demonstrate collaborative leadership by developing district vision, school culture, and climate; ¶¶~~

~~B. provide purpose and direction for individuals and groups; ¶¶~~

~~C. demonstrate an understanding of issues affecting education; ¶¶~~

~~D. formulate strategic plans and goals with staff and community; ¶¶~~

~~E. set priorities in the context of community, student, and staff needs; and ¶¶~~

~~F. serve as a spokesperson for the welfare of all students in a multicultural context. ¶¶~~

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 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 ¶

Comments & Recommendations: ¶

¶
 Policy and Governance: Possessing skills in policy and governance includes the ability to: ¶

- ¶
- A. develop and implement procedures for working with the commissioner of the Minnesota Department of Education in defining expectations, working relationships, and strategies for formulating district policy for external and internal programs; ¶
 - B. adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; ¶
 - C. recognize and apply standards involving civil and criminal liabilities; ¶
 - D. understand state and federal laws governing special education; ¶
 - E. understand alternative instructional designs, curriculum, behavior modifications, and assessment accommodations; ¶
 - F. foster family and parent involvement in the education of children, and ¶
 - G. understand labor relations and collective bargaining. ¶

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 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 ¶

Comments & Recommendations: ¶

¶
 Instructional Management: Possessing skills in instructional management includes the ability to: ¶

- ¶
- A. demonstrate knowledge of instructional management that includes research findings on learning and instructional strategies, instructional time, advanced technologies, and resources to maximize student outcomes, and ¶
 - B. describe and apply research and best practice in integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels. ¶

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 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 ¶

Comments & Recommendations: ¶

~~Communications and Community Relations: Possessing knowledge of communications and community relations includes the ability to:~~

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- ~~A. articulate district purpose and priorities to the community and the media;¶~~
- ~~B. request and respond to community feedback and demonstrate consensus building and conflict mediation;¶~~
- ~~C. identify, track, deal with issues, and formulate and carry out plans for internal and external communications;¶~~
- ~~D. exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support;¶~~
- ~~E. align constituencies in support of district priorities, building coalitions to gain financial and programmatic support, and to formulate strategies for referenda; and¶~~
- ~~F. relate political initiatives to children and families, including parental involvement programs.¶~~

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~~1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10¶~~

~~Comments & Recommendations:¶~~

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~~Organizational Management: Possessing organizational management skills includes the ability to:~~

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- ~~A. demonstrate an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision-making;¶~~
- ~~B. manage the flow of data, frame and solve problems, frame and develop priorities, and formulate solutions;¶~~
- ~~C. assist others to form reasoned opinions and research logical conclusions and make quality decisions to meet internal and external customer expectations;¶~~
- ~~D. plan and make decisions to meet customer expectations;¶~~
- ~~E. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels; and¶~~
- ~~F. secure and allocate human and material resources, develop and manage the district budget, and maintain accurate fiscal records.¶~~

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~~1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10¶~~

~~Comments & Recommendations:¶~~

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~~Human Resource Management: Possessing knowledge of human resource management includes the ability to:~~

- ~~A. utilize a staff evaluation and development system to improve the performance of all staff members;¶~~
- ~~B. select appropriate models for supervision based on adult motivation research;¶~~
- ~~C. identify employee benefits packages; and¶~~
- ~~D. describe and apply the legal requirements for personnel selection, development, retention, and dismissal.¶~~

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~~1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10¶~~

~~Comments & Recommendations:¶~~

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~~Curriculum Planning and Development: Possessing knowledge of curriculum planning and development includes the ability to:~~

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- ~~A. design curriculum and strategic plans for elementary, secondary, and middle level students that enhance teaching and learning in multiple contexts;¶~~
- ~~B. provide planning and methods to anticipate occupational trends, youth service programs, and their educational implications;¶~~
- ~~C. identify instructional objectives and validation procedures for curricular units;¶~~
- ~~D. align and sequence curriculum by using valid and reliable performance indicators and by testing procedures to measure~~

performance outcomes, and

E. describe the proper use of learning and information technologies.

1 2 3 4 5 6 7 8 9 10

Comments & Recommendations:

Values and Ethics of Leadership: Possessing knowledge of values and ethics of leadership includes the ability to:

A. understand and model value systems, ethics, and moral leadership and know the role of education in a democratic society;

B. exhibit multicultural and ethnic understanding of behavior and adapt educational programming to the needs of diverse constituencies;

C. balance complex community demands in the best interest of the student and scan and monitor the environment for opportunities for staff and students;

D. respond to an ethical and skillful way to the news media; and

E. coordinate social agencies and human services to help students grow and develop as caring, informed citizens.

1 2 3 4 5 6 7 8 9 10

Comments & Recommendations:

Board Relations: Possessing knowledge to build school board member relations includes the ability to:

A. communicate district activities, programs, and issue impacting district operations;

B. facilitate the decision-making process for the board making sound recommendations for board action;

C. follow up on problems and issues; and

D. keep an open mind to board ideas and suggestions

1 2 3 4 5 6 7 8 9 10

Comments & Recommendations:

Personal Attributes: Possessing interpersonal skills includes the ability to:

A. display a positive attitude towards work and is willing to spend whatever time necessary to do a good job;

B. demonstrate patience, understanding, caring, and consideration;

C. perform in stressful situations, and retain objectivity and self-control; and

D. demonstrate good taste in attire and grooming

1 2 3 4 5 6 7 8 9 10

Comments & Recommendations:

School Board Member Signature

Superintendent Signature



Date

Date