

Kimberly School District Superintendent Evaluation Process

The Kimberly School Board of Trustees has a firm commitment to the performance evaluation of our District Superintendent through the medium of a formalized system. The primary purpose of such evaluation is to assist the superintendent in his/her professional development by developing and exercising the Idaho Professional Standards for Superintendents and Administrators, and in achieving District goals.

Leadership Standards

The Superintendent is evaluated based on the Idaho Professional Leadership Standards for Superintendents and Administrators. According to Idaho State Board of Education Rule, IDAPA 08, 02.02.026.02d, administrator certificates require candidates to meet the following competencies: Visionary and Strategic Planning, Instructional Leadership, Management and Organizational Leadership, Family and Community Partnerships, Professional and Ethical Leadership, and Governance and Legal Leadership. The Idaho Professional Leadership Standards for Superintendents and Administrators correlate directly with the 2008 Revised Interstate School Leader Licensure Consortium (ISLLC). Each board member will evaluate the Superintendent based upon these standards.

Progress Towards Goals:

The superintendent will develop yearly goals that will be approved by the board of trustees each August. Throughout the year the superintendent will provide the school board with progress on the goals. As part of the summative evaluation the board will determine adequate progress/completion, commendations, and recommendations toward the yearly goals.

Significant Achievements and Next Level of Work

The board of trustees will provide a review and summary of significant achievements, areas of excellence, and areas of needed improvement.

Summary and Reporting

Each Board member will rate the Superintendent yearly using the following method: The Idaho Professional Leadership Standards for Superintendents and Administrators utilizing the rubric with ratings of unsatisfactory, basic, proficient, and distinguished.

Board members will evaluate the superintendent on three of the six standards each year and the superintendent will be evaluated by board members on all six standards every two years. The superintendent will complete a self-evaluation on the standards not evaluated by board members. The school board reserves the right to determine rubric placement for all six standards. The Chair will input and determine the median score from each board member for each standard that board members evaluate. The average of the median scores will determine the total and final score. Student achievement will be considered in the superintendent's summative evaluation.

Leadership Standards:

Standard 1.1: Visionary and Strategic Leadership

Quality Indicator 1: Promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning for the school district and keeps informed on issues regarding all aspects of the educational program.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
1U1) The Superintendent... Is unaware of, or, ignores district goals. Focuses on less than <u>all</u> student success.	1B1) The basic Superintendent ... Applies an existing vision of learning aligned to district goals. Collaboratively revises a vision of learning that promotes success of all students based on relevant knowledge, and current theories.	1P1) The proficient Superintendent also... Consistently and effectively communicates to all stakeholders and the school board the district's vision of learning.	1D1) The distinguished Superintendent also... Collaboratively evaluates and modifies as necessary the district's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment An official process exists to revise the district's vision with input from key stakeholders Evidence of Practice Engages staff, students, and families in a collaborative process of reviewing the vision, mission, and goals Evidence of Impact N / A	Evidence of Commitment A plan exists for the consistent and effective communication of the vision to the school board and all stakeholders Evidence of Practice Employs strategies to clearly articulate the vision, mission, and goals to board members and all key stakeholders Evidence of Impact N / A	Evidence of Commitment A plan/process exists for the regular evaluation and, as necessary, modification of the district vision Evidence of Practice Uses ongoing evaluation strategies to determine if the vision, mission, and goals continue to meet the needs of the district Evidence of Impact N / A

Standard 1.2: Visionary and Strategic Leadership

Quality Indicator 2: The district vision, mission, goals, and implementation plans are regularly monitored, evaluated and revised.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
1U2) The Superintendent ... Identifies no initiatives to motivate staff, students, and families to achieve the district's vision, mission, and goals.	1B2) The basic Superintendent... Operationalizes initiatives to motivate staff, students, and families.	1P2) The proficient Superintendent also... Analyzes the effectiveness of initiatives designed to motivate staff, students, and families.	1D2) The distinguished Superintendent also... Evaluates and modifies as necessary initiatives as well as the overall impact of the vision.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Has an implementation strategy in place to implement the plan for motivating staff, students, and families Evidence of Practice Understands and communicates the existing vision of learning, how it was created, and how it guides the district Evidence of Impact Staff, students, and families are motivated and work to achieve the district's vision, mission, and goals	Evidence of Commitment Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students, and families Evidence of Practice Regularly assesses how motivated stakeholders are to achieve mission, vision, and goals Evidence of Impact Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students, and families	Evidence of Commitment Has a process for evaluating and modifying the vision as necessary Evidence of Practice Uses evaluation data to guide changes in motivation strategies and monitors whether changes made have impact Evidence of Impact Vision positively impacts the district in helping to achieve its overall objectives

Standard 2.1: Instructional Leadership

Quality Indicator 1: Identifies and implements context-appropriate strategies for promoting educational excellence and equity for student achievement to staff, parents, and public.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U1) The Superintendent ... Uses methods based on inappropriate strategies for promoting excellence and equity for some students.	2B1) The basic Superintendent ... Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.	2P1) The proficient Superintendent also... Identifies implements and evaluates context-appropriate strategies.	2D1) The distinguished Superintendent also... Evaluates and modifies as necessary context-appropriate strategies as a part of a continuous process of improvement in the district.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Works collaboratively to identify and implement context-appropriate strategies Evidence of Practice Conducts building visits and analyzes rituals and routines in the district and community to determine overall culture Uses context appropriate strategies to promote excellence in the district and community culture Evidence of Impact Strategies are implemented for promoting excellence and equity for all students Leadership, staff, and key stakeholders work collaboratively to identify and implement context- appropriate strategies.	Evidence of Commitment Has appropriate strategies for promoting excellence and equity for all students and a positive culture in the district Evidence of Practice Uses strategies for clarifying context and works to determine the effectiveness of strategies Evidence of Impact Context-appropriate strategies positively impact the learning objectives of the district	Evidence of Commitment A process is in place to evaluate and modify as necessary context-appropriate strategies Evidence of Practice Evaluates data gathering strategies in regards to culture and context and makes necessary adjustments and modifies their impact Evidence of Impact Modified context-appropriate strategies positively impact the learning objectives of the district

Standard 2.2: Instructional Leadership

Quality Indicator 2: Ensures that efforts are consistent in implementing standards and assessment and leads a culture of high expectations for self, student, and staff performance.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U2) The Superintendent ... Is unaware of existing instructional and assessment practices and the use of curricular materials at each level in the district.	2B2) The basic Superintendent ... Collaboratively, with district leadership, monitors and promotes the collective implementation of effective instructional and assessment practices.	2P2) The proficient Superintendent also... Collaboratively, with district leadership, evaluates and institutes changes necessary to ensure effective instructional and assessment practices for high expectations.	2D2) The distinguished Superintendent also... Collaboratively, with district leadership, continuously monitors and evaluates for sustained improvement and growth of all students with increased expectations.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Has a documented plan for monitoring and promoting the collective implementation of effective instructional and assessment practices Evidence of Practice Ensures curricular materials and how materials and practices are used to meet diverse needs are consistently reviewed Participates in teacher and leader planning sessions on instruction and assessment Evidence of Impact Instructional and assessment practices are effective at accommodating diverse needs of all students	Evidence of Commitment Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices Evidence of Practice Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices Evidence of Impact Revisions and modifications to effective instructional and assessment practices are effective	Evidence of Commitment A process is in place to continuously monitor and evaluate instructional and assessment practices Evidence of Practice Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students Evidence of Impact Students experience sustained improvement and growth

Standard 2.3: Instructional Leadership

Quality Indicator 3: Works with staff to maximize student achievement with comprehensive professional growth plans

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
2U3) The Superintendent ... Has no growth plans in place for self or staff members.	2B3) The basic Superintendent ... Promotes annual collaborative development of professional growth plans.	2P3) The proficient Superintendent also... Promotes alignment and application of all applied professional learning.	2D3) The distinguished Superintendent also... Ensures ongoing evaluation on the impact of applied professional learning.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Professional growth plans are collaboratively developed and aligned to school and district improvement plans Evidence of Practice Engages in collaborative meetings regarding professional growth and has established processes and strategies for review of said plans Evidence of Impact Leadership and staff collaboratively develop annual professional growth plans	Evidence of Commitment Professional learning is aligned and applied Evidence of Practice Uses strategies to determine that new learning is shared and applied in buildings and classrooms Evidence of Impact Leadership and staff align and apply all professional learning	Evidence of Commitment Applied professional learning is evaluated Evidence of Practice Cultivates a system of evaluation to determine that best practices are shared among staff Evidence of Impact Leadership and staff conduct ongoing evaluation on the impact of applied professional learning

Standard 3.1: Management and Organizational Leadership

Quality Indicator 1: The Superintendent keeps informed on the needs of the school programs, facilities, equipment, and supplies and uses sound educational and managerial judgment in making decisions and recommendations regarding these needs. When recommendations are made for board consideration ample information is provided to enable the board to make good decision.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U1) The Superintendent ... Implements no appropriate structures, policies, and procedures to support the district's vision, mission, and goals.	3B1) The basic Superintendent ... Monitors and analyzes the effectiveness of structures, policies, and procedures. Is aware of immediate need of programs, facilities, equipment, and supplies. Provides basic information to board.	3P1) The proficient Superintendent also... Evaluates and modifies appropriate structures, policies, and procedures. Has long term plan in place for needs of programs, facilities, equipment, and supplies.	3D1) The distinguished Superintendent also... Has a systemic process for ongoing improvement of facilities, equipment, supplies. Structures, policies, and procedures to ensure the district's vision, mission, and goals are achieved. Engages board in information needed for good decision making.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Structures, policies, and procedures are monitored and analyzed Evidence of Practice Regularly reviews structures, policies, and procedures with staff, student representatives, and parents Ensures a method for communicating policies and procedures are in place Evidence of Impact Effectively implemented structures, policies and procedures support key issues like district safety, retention, etc.	Evidence of Commitment Structures, policies and procedures are evaluated and modified as appropriate Evidence of Practice With collaborative input, makes determinations on effectiveness and modifies as necessary Evidence of Impact Improved structures, policies, and procedures support key issues like district safety, retention, etc.	Evidence of Commitment Structures, policies and procedures are improved using a systemic process Evidence of Practice Creates a process across the system to conduct ongoing evaluation and improvement Evidence of Impact Continuously improved structures, policies, and procedures support key issues like district safety, retention, etc.

Standard 3.2: Management and Organizational Leadership

Quality Indicator 2: Maintains good oversight on all district employees ensuring that compliance with hiring policies, evaluations, and ongoing development are in place and support district vision, mission, and goals to increase educational excellence and educational equity.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U2) The Superintendent ... Breaks down trust with district leadership and staff.	3B2) The basic Superintendent ... Evaluates and develops district leaders and staff in their collective commitment to the district's priorities and educational equity.	3P2) The proficient Superintendent also... Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity.	3D2) The distinguished Superintendent also... Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Promotes an effective evaluation process to confirm appropriate credentials, improve practice, and build collective commitment Evidence of Practice Accurately collects data on performance and provides constructive feedback that builds collective commitment around improvement of student learning Demonstrates ability to listen carefully, respond accurately, and provide constructive feedback Evidence of Impact Leadership and staff participate in the evaluation process and are collectively committed to priorities and educational equity	Evidence of Commitment Ensures a collaborative process is in place that builds consensus around district priorities Evidence of Practice Collaboratively engages with district leadership and staff in setting priorities based on student learning needs and uses constructive feedback to promote educational equity Evidence of Impact Leadership and staff collaborate to set priorities and promote educational equity	Evidence of Commitment Ensures an effective evaluation process to continuously improve performance and build collective commitment Evidence of Practice Engages in intentional strategies to formatively develop leadership in staff, using leadership teams, and other distributive leadership structures Evidence of Impact Leadership and staff improve practice and increase their shared leadership and collective commitment to priorities and educational equity

Standard 3.3: Management and Organizational Leadership

Quality Indicator 3: The Superintendent develops and administers a fiscally responsible budget and educates the board on the district's budget, tax, levies, and other financial matters that affect the district. The Superintendent also assures adequate fiscal controls are in place and accounting procedures are followed that comply with annual audit recommendations.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
3U3) The Superintendent ... Administers fiscally irresponsible budget, ignores fiscal controls, and audit recommendations.	3B3) The basic Superintendent ... Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.	3P3) The proficient Superintendent also... Has long range plan for fiscal management of the district's vision, mission, and long range goals.	3D3) The distinguished Superintendent also... Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human, and material allocation and alignment.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Policies and procedures are implemented for equitable use of resources Evidence of Practice Maintains accurate budget and expenditure data and bases decisions on personnel hiring and fiscal expenditures on priorities of the district Evidence of Impact Policies and procedures on the use of resources support student learning	Evidence of Commitment Policies and procedures are monitored and analyzed Evidence of Practice Establishes structures and methods for careful analysis of resource use and determines equitable use of resources Evidence of Impact Resources are effectively used to support student learning	Evidence of Commitment Policies and procedures are continuously developed and improved to ensure equitable use of resources Evidence of Practice Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively Evidence of Impact Improvement on the use of resources is continuously monitored to ensure the support of student learning

Standard 4.1: Family and Community Partnerships

Quality Indicator 1: The Superintendent keeps the public informed of issues, needs, and operations of the school district.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U1) The Superintendent ... Has no outreach to family and community, and provides little resources, research, and public information to support and positively affect learning throughout the district.	4B1) The basic Superintendent... Creates opportunities to bring together family and community, available resources, research, and public information.	4P1) The proficient Superintendent also... Monitors and analyzes strategies for bringing together family and community, available resources, research, and public information.	4D1) The distinguished Superintendent also... Evaluates and modifies as needed strategies for bringing together family and community, available resources, research, and public information.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment N / A Evidence of Practice Reviews relevant research and public information and becomes familiar with current strategies for bringing together family and community Establishes calendar to regularly gather key stakeholders, ensuring the purpose, and objective has been identified and communicated clearly Evidence of Impact Family and community come together to support education in the district and have the necessary information to do so	Evidence of Commitment N / A Evidence of Practice Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary Evidence of Impact Family and community assist in analyzing the support of education	Evidence of Commitment N / A Evidence of Practice Evaluates the effectiveness of strategies used to bring together community, resources and information and modifies strategies as necessary to increase effectiveness Evidence of Impact Family and community, available resources, research and public information improves in its impact on education in the district

Standard 4.2: Family and Community Partnerships

Quality Indicator 2: The Superintendent fosters relationships and partnerships with media, business, political and service agencies, and organizations.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U2) The Superintendent ... Exhibits very little visibility and active involvement across the district in order to understand and accommodate diverse district and community interests and needs in support of the vision, mission, and goals.	4B2) The Basic Superintendent.... Maintains high visibility and active involvement across the district.	4P2) The proficient Superintendent also... Monitors and analyzes the impact of their visibility and active involvement.	4D2) The distinguished Superintendent also... Consistently determines and uses areas for visibility and active involvement that yield the highest impact.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment N / A Evidence of Practice Establishes a process and maintains high visibility and active involvement, building relationships with key stakeholders in the community Evidence of Impact Relationship with community is positive and supports the accommodation of diverse needs	Evidence of Commitment N / A Evidence of Practice Monitors the effectiveness of strategies for high visibility and active involvement to determine their overall impact Evidence of Impact Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs	Evidence of Commitment N / A Evidence of Practice Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs Evidence of Impact High impact areas are used to expand the support of education in the district

Standard 4.3: Family and Community Partnerships

Quality Indicator 3: Sets the example of accepting diversity in: multi-cultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
4U3) The Superintendent ... Lacks awareness of multicultural awareness, gender sensitivity, community collaboration, and racial and ethnic appreciation.	4B3) The basic Superintendent ... Develops a sustained approach to improve and maintain a positive district culture for learning for all.	4P3) The proficient Superintendent also... Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	4D3) The distinguished Superintendent also... Consistently promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation. And demonstrates this through consistent actions with all.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Maintains plans and documentation on the use of existing community resources Evidence of Practice Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas Evidence of Impact Student achievement is positively impacted by the use of resources	Evidence of Commitment A process exists to monitor and analyze the issues of multicultural awareness, gender sensitivity, and racial and ethnic appreciation Evidence of Practice Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems Evidence of Impact Student achievement is positively impacted by the monitoring and analysis of the use of resources	Evidence of Commitment A plan is maintained for teaching multicultural awareness, gender sensitivity, and racial and ethnic appreciation Evidence of Practice Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain these resources Evidence of Impact Student achievement improves based on the use of high impact community resources

Standard 5.1: Professional and Ethical Leadership.

Quality Indicator 1: A personal and professional code of ethics is demonstrated consistently

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
5U1) The Superintendent ... Does not demonstrate respect for others, honor confidentiality, or engage in honest interactions.	5B1) The basic Superintendent ... Maintains consistent respect for others, honors confidentiality, and engages in honest interactions.	5P1) The proficient Superintendent also... Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality, and engaging in honest interactions.	5D1) The distinguished Superintendent also... Models behavior to ensure respect for others, the honoring of confidentiality, and engaging in honest interactions.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Maintains district records and a code of conduct in an honest and ethical manner Understands ethical principles as they apply to district records, policies, procedures, etc. Evidence of Practice Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism Evidence of Impact Leadership, teachers, parents, and staff routinely experience honest interactions based on ethical and legal principles	Evidence of Commitment Documents own progress regarding ethical and honest practice Evidence of Practice Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning Evidence of Impact Leadership, teachers, parents, and staff offer feedback regarding honest interactions based on ethical and legal principles	Evidence of Commitment Maintains a district code of conduct that encourages honest and ethical practice Evidence of Practice Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students Evidence of Impact Leadership and staff engage in honest interactions based on ethical and legal principles

Standard 5.2: Professional and Ethical Leadership

Quality Indicator 2: The Superintendent accepts responsibility for the operation of the district and devotes the time and energy to do the job effectively

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
5U1) The Superintendent ... Does not provide for continuous improvement of the operational system and is inconsistent with time and energy devoted to work	5B1) The basic Superintendent ... Uses effective tools such as time management, problem-solving skills, and knowledge of strategic, long-range, and operational planning to improve the operational system.	5P1) The proficient Superintendent also... Improves the operational system on a continuous basis by using appropriate tools in effective ways.	5D1) The distinguished Superintendent also... Encourages others to apply tools effectively to improve the operational systems in their areas of responsibility and for the district.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Conducts operational reviews on a regular basis Evidence of Practice Conducts reviews of the tools to improve the operational system Evidence of Impact Leadership is more effective in use of time to continuously improve operation of the district	Evidence of Commitment Documents own progress regarding use of time management and problem solving skills Evidence of Practice Evaluates and reflects on their own effectiveness in regards to effective use of as time management, problem-solving skills, and knowledge of strategic, long-range, and operational planning Evidence of Impact Leadership, teachers, parents and staff offer feedback regarding operation of district	Evidence of Commitment Maintains a district code of conduct that encourages honest and ethical practice Evidence of Practice Is a model of best practices that promotes a culture of professionalism among all staff ensuring that the learning environment is continually improving Evidence of Impact Leadership and staff engage in honest interactions and plan together for more efficiencies in operational improvement

Standard 6.1: Governance and Legal Leadership

Quality Indicator 1: Demonstrates, develops, and manages lines of communications with decision makers inside and outside the local school community to facilitate effective shaping of public policy to provide quality education for all students.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U1) The Superintendent ... Is un aware of the influence of larger political, social, economic, legal, and cultural issues	6B1) The basic Superintendent ... Analyzes the influence of larger political, social, economic, legal, and cultural issues and can apply appropriate research methods to impact the school and district context.	6P1) The proficient Superintendent also... Synthesizes the influence of larger political, social, economic, legal, and cultural issues.	6D1) The distinguished Superintendent also... Evaluates the influence of larger political, social, economic, legal, and cultural issues.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Maintains appropriate research on political, social, economic, legal, and cultural issues Evidence of Practice Is knowledgeable about state and federal rules and guidelines as they apply to learning in their community Creates general awareness among district leadership staff and Board members on the impact of political issues in the community Evidence of Impact N / A	Evidence of Commitment Has updated and synthesized information or research on political, social, economic, legal, and cultural issues Evidence of Practice Brings together various research and new learning to create better learning conditions throughout the district Evidence of Impact N / A	Evidence of Commitment Provides continuous information, research and evaluation on the political, social, economic, legal, and cultural issues Evidence of Practice Continually conducts evaluation and monitoring to determine how broader state and federal guidelines apply to learning in their community Evidence of Impact N / A

Standard 6.2: Governance and Legal Leadership

Quality Indicator 2: Regularly keeps the Board well informed within a relevant time frame and communicates significant concerns/issues to the Board immediately.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U2) The Superintendent ... Shows disregard for Board Members and /or the role of governance of the Board.	6B2) The basic Superintendent ... Communicates with members of the School Board and community concerning potential trends, issues, and changes in a timely fashion.	6P2) The proficient Superintendent also... Consistently communicates with members of the School Board and community concerning trends, issues, and changes. Knows what urgent issues need to be communicated immediately and does so consistently.	6D2) The distinguished Superintendent also... Evaluates and modifies as needed communication with members of the School Board and the community.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Gathers relevant information for consistent Board communication and correspondence Evidence of Practice Conducts effective updates to Board members by communicating in ways that non-educators can understand Evidence of Impact School board members receive relevant information about trends, issues, and changes	Evidence of Commitment Maintains information for Board communication and correspondence Evidence of Practice Conducts regular sessions with Board members on relevant issues and trends as they impact education in the community Evidence of Impact School board members receive effective communication and information on a regular and ongoing basis	Evidence of Commitment Evaluates and documents any changes in communicating information and Board correspondence Evidence of Practice Conducts surveys and focus groups with Board members and community stakeholders to determine the effectiveness of their communication Evidence of Impact School board members receive improved communication on a regular and ongoing basis

Standard 6.3: Governance and Legal Leadership

Quality Indicator 3: Develops and executes sound personnel and contractual procedures and practices, following Idaho Code and Board policy.

Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4
6U3) The Superintendent ... Is unaware of policies and resources at local, state, and federal levels are important to educational practices	6B3) The basic Superintendent ... Is aware of policies and resources at local, state, and federal levels that would help ensure equity of the educational experience for each student in the district. Designs policies and identifies resources at local, state, and federal levels.	6P3) The proficient Superintendent also... Advocates for policies and the application of resources at local, state, and federal levels.	6D3) The distinguished Superintendent also... Evaluates and modifies as necessary strategies used to advocate for policies and apply resources at local, state, and federal levels.
Professional Frames			
A rating of Unsatisfactory will be evidenced by a lack of evidence of commitment, practice or impact. Functioning at this level will be determined to be harmful to students, staff, community or the important relationships that are necessary to move the district to educational excellence.	Evidence of Commitment Maintains policies and identifies resources at the local, state and federal level Evidence of Practice Compares policies with existing inequities in the education system in their district Holds regular trainings for Board and district personnel on new Idaho laws, rules or Board policy Evidence of Impact Resources at local, state, and federal levels ensure equity of the educational experience for each student in the district	Evidence of Commitment Maintains documentation on the Application of resources at the local, state, and federal level Evidence of Practice Effectively communicates and advocates for policies to address inequities in the education system Evidence of Impact Application of resources at local, State, and federal levels ensure equity of the educational experience for each student in the district	Evidence of Commitment Evaluates and recommends to the Board policies and strategies for use of resources at the local, state, and federal level Evidence of Practice Studies the impact of policies and the application of resources and adjusts as needed to increase their impact Evidence of Impact Policies and resources improve the equity of the educational experience for each student in the district

Progress Toward Goals:

Comments:

Commendations:

Recommendations:

Significant Achievements and Next Level of Work

List other significant achievements accomplished throughout the year:

Identify areas of excellence:

Identify areas of growth or needed improvement:

Summary and Reporting

Performance	Average Rating	Comments
	Median Score from all board members	Board members will evaluate the superintendent on three of the six standards each year and the superintendent will be evaluated by board members on all six standards every two years. The superintendent will complete a self-evaluation on the standards not evaluated by board members. The school board reserves the right to determine rubric placement for all six standards. The Chair will input and determine the median score from each board member for each standard that board members evaluate. The average of the median scores will determine the total and final score.
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		
Total From 1-4	Average of Median Scores	
Total	=Final Score out of 4	
Student Achievement Target	Comments	

Board Comments:

Superintendent's Comments:

Board Chair Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

Evaluation Period: _____ **to** _____