

Note: When using this document for self-evaluation for more than one year, consider making it cumulative. By using the year one report as the basis for the year two report you will underscore your ongoing success. This is particularly significant if you implement a new program in year one and sustain and improve it in subsequent years. Otherwise you risk reporting dramatic success in year one (new programs, projects, initiatives, etc.) without a reasonable expectation to do the same in subsequent years.

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 21st 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 21st 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.

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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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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.

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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 21st century needs of the district.

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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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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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Board Member Comments