

# Superintendent Rubric for Board Evaluation

Formative Evaluation

Summative Evaluation

Name: \_\_\_\_\_ District: \_\_\_\_\_

District Year: \_\_\_\_\_ Conference Date: \_\_\_\_\_

## Standard 1 – Vision, Mission, and Goals

**Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.**

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement through a systemic process of evaluation and plan revision

### Levels of Performance \*

Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Does not develop or implement a shared vision of learning to guide organizational decisions and actions</li> <li>▪ Does not use data to establish district goals, implement plans, and assess district effectiveness.</li> <li>▪ Neglects to promote continuous improvement</li> <li>▪ Does not support a system of continuous improvement</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Develops and implements a vision of learning to guide organizational decisions and actions</li> <li>▪ Gathers limited data to establish district goals, inconsistently implements plans, and periodically assesses district effectiveness</li> <li>▪ Promotes continuous improvement with limited success</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Collaboratively develops and implements a shared vision of learning to guide organizational decisions and actions</li> <li>▪ Gathers data to establish district goals, implement plans, and assess district effectiveness</li> <li>▪ Inspires continuous improvement by supporting a systematic evaluation cycle of monitoring and revising</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Has a systematic, data-driven process to engage stakeholders to collaboratively develop and implement a shared vision of learning to guide organizational decisions and actions</li> <li>▪ Uses data from multiple sources to establish district goals, implement plans, and assess district effectiveness</li> <li>▪ Inspires continuous improvement by conducting ongoing conversations with stakeholders to ensure focus on vision, mission and goals in the operation of the district</li> </ul>

\* For a more detailed description, refer to the Superintendent Rubric for Self-Assessment/Growth

## Standard 2 – Teaching and Learning

<p><b>Standard 2:</b>  <b>An education leader promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</b></p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>A. Nurture and sustain a culture of collaboration, trust, learning, and high academic expectations</li> <li>B. Promote and support a comprehensive, rigorous, and coherent curricular program</li> <li>C. Promote and support a personalized and motivating learning environment for students</li> <li>D. Employs research-anchored and valid systems of performance management</li> <li>E. Ensure supervision of instructional program</li> <li>F. Ensure the development of assessment and accountability systems to monitor student progress</li> <li>G. Develop the instructional and leadership capacity of staff</li> <li>H. Maximize time spent on quality instruction</li> <li>I. Promote the use of the most effective and appropriate technologies to support teaching and learning</li> <li>J. Monitor and evaluate the impact of the instructional program</li> <li>K. Establish systems to recruit and recommends for employment qualified leaders, teachers, and other professional staff</li> </ul>
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### Levels of Performance \*

Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Fails to nurture and sustain a positive culture that emphasizes:               <ul style="list-style-type: none"> <li>○ High academic expectations.</li> <li>○ Collaboration and trust.</li> <li>○ Continuous learning for educators and students</li> </ul> </li> <li>▪ Refers to teacher, principal, and superintendent evaluation systems only for compliance</li> <li>▪ Does not share or distribute responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system</li> <li>▪ Neglects to establish a professional culture where learning opportunities for students align with the district's</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Occasionally nurtures and sustains a positive culture that emphasizes:               <ul style="list-style-type: none"> <li>○ High academic expectations</li> <li>○ Collaboration and trust</li> <li>○ Continuous learning for educators and students</li> </ul> </li> <li>▪ Presents teacher, principal and superintendent evaluation systems suggesting they be implemented with fidelity</li> <li>▪ Attempts to share and distribute responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system</li> <li>▪ Establishes a professional culture where:               <ul style="list-style-type: none"> <li>○ Learning opportunities for</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Nurtures and sustains a positive culture that emphasizes:               <ul style="list-style-type: none"> <li>○ High academic expectations</li> <li>○ Collaboration and trust</li> <li>○ Continuous learning for educators and students</li> </ul> </li> <li>▪ Ensures that teacher, principal, and superintendent evaluation systems are implemented with fidelity with the purpose of improving professional practice and positively impacting student growth and achievement</li> <li>▪ Shares and distributes responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system, which includes:               <ul style="list-style-type: none"> <li>○ A rigorous curriculum</li> <li>○ Rich instructional resources</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Collaborates with stakeholders to nurture and sustain a positive culture that emphasizes (for all students):               <ul style="list-style-type: none"> <li>○ High academic expectations</li> <li>○ Collaboration and trust</li> <li>○ Continuous learning for educators and students</li> </ul> </li> <li>▪ Directs, reports on and responds to research studying the effectiveness of the teacher, principal, and superintendent evaluation systems on improving professional practice and positively impacting student growth and achievement</li> <li>▪ Empowers others to assume the responsibilities for providing quality, effectiveness, and coherence across all aspects of the instructional system, which includes:               <ul style="list-style-type: none"> <li>○ A rigorous curriculum</li> </ul> </li> </ul>

<p>mission, vision, and goals</p> <ul style="list-style-type: none"> <li>▪ The effectiveness of the learning opportunities for students are not monitored, evaluated, and adjusted when indicated</li> <li>▪ Engages in random employment practices neglecting to follow an established process</li> </ul>	<p>students somewhat align with the district's mission, vision, and goals</p> <ul style="list-style-type: none"> <li>○ The effectiveness of the learning opportunities for students are minimally monitored, evaluated, and adjusted when indicated</li> <li>▪ Inconsistently recommends, recruits, interviews, candidates who meet job requirements and the diverse needs of the district</li> </ul>	<ul style="list-style-type: none"> <li>○ Varied instructional practices to meet individual needs (differentiated instruction)</li> <li>○ Sound student assessments of and for learning</li> <li>▪ Establishes a professional culture where: <ul style="list-style-type: none"> <li>○ Learning opportunities for students align with the district's mission, vision, and goals</li> <li>○ The effectiveness of the learning opportunities for students are frequently monitored, evaluated, and adjusted when indicated</li> </ul> </li> <li>▪ Establishes consistent practices to recruit, interview, recommend for employment candidates who meet job requirements and the diverse needs of the district</li> </ul>	<ul style="list-style-type: none"> <li>○ Rich instructional resources</li> <li>○ Varied instructional practices to meet individual needs (differentiated instruction)</li> <li>○ Sound student assessments of and for learning</li> <li>▪ Models and promotes a professional culture where: <ul style="list-style-type: none"> <li>○ Learning opportunities for students align with the district's mission, vision, and goals</li> <li>○ The effectiveness of the learning opportunities for students are adjusted to ensure fair instructional practices meet varied individual needs</li> </ul> </li> <li>▪ Ensures that highly effective candidates who address the diverse needs of the district are recommended for employment</li> </ul>
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\* For a more detailed description, refer to the Superintendent Rubric for Self-Assessment/Growth

## Standard 3 – Managing Organizational Systems and Safety

<p><b>Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</b></p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>A. Monitor and evaluate the management and operational systems</li> <li>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</li> <li>C. Promote and protect the welfare and safety of students and staff</li> <li>D. Ensure the development of a culture of trust where productive relationships thrive</li> <li>E. Develop the capacity for distributed leadership</li> <li>F. Ensure teacher and organizational time is focused to support quality instruction and student learning</li> </ul>		
Levels of Performance *			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Does not monitor and evaluate district management of operational systems to ensure the efficient use of resources (human, fiscal, technological)</li> <li>▪ Fails to protect the welfare of students and staff and resists efforts to:                             <ul style="list-style-type: none"> <li>○ Promote a safe environment</li> <li>○ Ensure that teacher and organizational time supports quality instruction and student learning</li> </ul> </li> <li>▪ Does not promote a culture of trust</li> <li>▪ Does not develop the capacity for shared and distributed leadership throughout the district</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Attempts to monitor and evaluate district management of operational systems</li> <li>▪ Obtains, allocates and utilizes resources</li> <li>▪ Attempts to protect the welfare of students and staff by:                             <ul style="list-style-type: none"> <li>○ Promoting a safe environment</li> <li>○ Ensuring that teacher and organizational time supports quality instruction and student learning</li> </ul> </li> <li>▪ Discusses and promotes a culture of trust with limited results</li> <li>▪ Recognizes the need for but is inconsistent in implementation of shared and distributed leadership throughout the district</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Monitors and evaluates district management of operational systems ensuring maximum effectiveness.</li> <li>▪ Obtains, allocates, and efficiently utilizes resources (human, fiscal, and technological)</li> <li>▪ Protects the welfare of students and staff by:                             <ul style="list-style-type: none"> <li>○ Promoting a safe environment.</li> <li>○ Ensuring that teacher and organizational time supports quality instruction and student learning</li> </ul> </li> <li>▪ Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication</li> <li>▪ Develops the capacity for shared and distributed leadership throughout the district</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Continually monitors and evaluates district management of operational systems and modifies efforts to ensure the efficient use of resources (human, fiscal, technological)</li> <li>▪ Is proactive in efforts to protect the welfare of students and staff by:                             <ul style="list-style-type: none"> <li>○ Involving community resources to help promote a safe environment</li> <li>○ Utilizing multiple sources of evidence and support to ensure that teacher and organizational time supports quality instruction and student learning</li> </ul> </li> <li>▪ Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication with and between students, school professionals, parents and the community</li> </ul>

			<ul style="list-style-type: none"><li>▪ Models and promotes shared and distributed leadership throughout the district through a systematic process of involving stakeholders in the evaluation of the district's operation and environment</li></ul>
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\* For a more detailed description, refer to the Superintendent Rubric for Self-Assessment/Growth

## Standard 4 – Collaborating with Families and Stakeholders

<p><b>Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b></p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>A. Collect and analyze data and information pertinent to the educational environment</li> <li>B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources</li> <li>C. Build and sustain positive relationships with families and caregivers</li> <li>D. Build and sustain productive relationships with community partners</li> </ul>		
Levels of Performance *			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Fails to promote the understanding and appreciation of diverse community resources (cultural, social, and intellectual)</li> <li>▪ Neglects to build and sustain               <ul style="list-style-type: none"> <li>○ Positive relationships with families and caregivers</li> <li>○ Productive relationships with community partners</li> <li>○ Relationships with the School Board</li> </ul> </li> <li>▪ Does not collect and analyze data and information about the effectiveness of the educational environment</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Recognizes and appreciates the diverse community resources (cultural, social, and intellectual) but promotes understanding with limited success</li> <li>▪ Seeks to build and sustain               <ul style="list-style-type: none"> <li>○ Positive relationships with families and caregivers</li> <li>○ Productive relationships with community partners</li> <li>○ Relationships with the School Board</li> </ul> </li> <li>▪ Occasionally collects and analyzes data and information about the effectiveness of the educational environment</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Promotes the understanding and appreciation of diverse community resources (cultural, social, and intellectual)</li> <li>▪ Builds and sustains               <ul style="list-style-type: none"> <li>○ Positive relationships with families and caregivers.</li> <li>○ Productive relationships with community partners</li> <li>○ Productive relationships with the School Board</li> </ul> </li> <li>▪ Collects and analyzes data and information about the effectiveness of the educational environment.</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Engages the community in the understanding and appreciation of diverse community resources (cultural, social, and intellectual)</li> <li>▪ Advocates and advances               <ul style="list-style-type: none"> <li>○ Positive relationships with families and caregivers.</li> <li>○ Productive relationships with community partners</li> <li>○ Productive relationships with the School Board</li> </ul> </li> <li>▪ Systematically and collaboratively collects and analyzes data and information about the effectiveness of the educational environment</li> </ul>

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## Standard 5 – Ethics and Integrity

<p><b>Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</b></p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>A. Ensure a system of accountability for every student’s academic and social success</li> <li>B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</li> <li>C. Safeguard the values of democracy, equity, and diversity</li> <li>D. Consider and evaluate the potential moral and legal consequences of decision-making</li> <li>E. Promote social justice and ensure that individual student needs inform all aspects of schooling</li> </ul>		
Levels of Performance *			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Fails to ensure a district system of accountability for every student’s academic achievement and social well-being</li> <li>▪ Ignores individual student needs</li> <li>▪ Does not demonstrate self-awareness, reflective practice, transparency, and ethical behavior</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Attempts to ensure a district system of accountability for every student’s academic achievement and social well being with limited success</li> <li>▪ Occasionally demonstrates self-awareness, reflective practice, transparency, and ethical behavior by:                             <ul style="list-style-type: none"> <li>○ Promoting social justice</li> <li>○ Maintaining the values of democracy, equity, and diversity</li> <li>○ Evaluating the moral and legal consequences of decision-making</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Ensures a data-driven system of accountability for every student’s academic achievement and social well being making certain that individual student needs inform all aspects of districting</li> <li>▪ Demonstrates self-awareness, reflective practice, transparency, and ethical behavior by:                             <ul style="list-style-type: none"> <li>○ Modeling and promoting social justice</li> <li>○ Safeguarding the values of democracy, equity, and diversity</li> <li>○ Evaluating the moral and legal consequences of decision-making</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Ensures a data-driven system of accountability for every student’s academic achievement and social well being by advocating that individual student needs inform all aspects of districting</li> <li>▪ Evaluates and modifies self-awareness, reflective practice, transparency, and ethical behavior by:                             <ul style="list-style-type: none"> <li>○ Modeling and promoting social justice</li> <li>○ Safeguarding the values of democracy, equity, and diversity</li> <li>○ Engages stakeholders in evaluating the moral and legal consequences of decisions and actions on students, educators and the community</li> </ul> </li> </ul>

\* For a more detailed description, refer to the Superintendent Rubric for Self-Assessment/Growth

## Standard 6 – The Education System

<p><b>Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</b></p>	<p>Functions:</p> <ul style="list-style-type: none"> <li>A. Advocate for children, families, and caregivers</li> <li>B. Act to influence local, district, state, and national decisions affecting student learning</li> <li>C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</li> </ul>		
Levels of Performance *			
Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Neglects efforts to advocate for students and their families and caregivers</li> <li>▪ Does not work to influence local, district, state, and/or national decisions affecting student learning</li> <li>▪ Fails to assess, analyze, and anticipate emerging educational trends</li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Attempts to advocate for students and their families and caregivers by:                             <ul style="list-style-type: none"> <li>○ Exploring existing practices to influence local, district, state, and/or national decisions affecting student learning</li> <li>○ Assessing, analyzing, and responding to educational trends</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Advocates for students and their families and caregivers by:                             <ul style="list-style-type: none"> <li>○ Working to influence local, district, state, and/or national decisions affecting student learning</li> <li>○ Assessing, analyzing, and anticipating emerging educational trends to adapt effective leadership strategies</li> </ul> </li> </ul>	<p>The superintendent</p> <ul style="list-style-type: none"> <li>▪ Consistently advocates for students and their families and caregivers by:                             <ul style="list-style-type: none"> <li>○ Building systems to influence local, district, state, and/or national decisions affecting student learning.</li> <li>○ Anticipating and evaluating the impact of emerging educational trends to adapt effective leadership strategies.</li> </ul> </li> </ul>

\* For a more detailed description, refer to the Superintendent Rubric for Self-Assessment/Growth

# SUPERINTENDENT Summative Scoring Report

Performance Level Rating				
<b>Standard 1:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary
<b>Standard 2:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary
<b>Standard 3:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary
<b>Standard 4:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary
<b>Standard 5:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary
<b>Standard 6:</b>	Not Meeting Standards	Progressing	Proficient	Exemplary

## Overall Summative Rating

Not Meeting Standards

Progressing

Proficient

Exemplary

**Summary of Commendations**

**Recommended Area(s) of Growth**

**Expectations**

\_\_\_\_\_  
SUPERINTENDENT SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BOARD PRESIDENT SIGNATURE

\_\_\_\_\_  
DATE