

Bettendorf Community School District

Superintendent Evaluation

Procedures & Forms

Superintendent Evaluation: A Systems Approach

Introduction

The process of evaluating a superintendent is a very important tool in the entire improvement efforts of a school district. It defines expectations, enhances communication, prioritizes district goals and supports the board of education to focus its attention on holding the superintendent accountable for improving the achievement of all students.

Superintendent evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the superintendent and members of the board can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adapted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that superintendents be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial summative evaluation the law requires an annual formative assessment around the superintendent's Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's Comprehensive School Improvement Plan, Individual Professional Development Plan attainment, and other supporting documentation.

Operating Principles

A comprehensive Superintendent evaluation process must:

1. Link to academic, social and emotional growth for all students in the system.
Rationale: Multiple measurers of all types of student learning must be included in the definition of accountability.
2. Recognize the importance of a superintendent's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
Rationale: The larger work of the superintendent is about shaping the future of the community and having a positive effect on people's lives.
3. Align with the six Iowa Standards for School Leaders (ISSL).
Rationale: Senate File 277, enacted by the 2007 Iowa Legislature, requires that superintendents be evaluated annually based on the six Iowa Standards for School Leaders (ISSL).
4. Have research-based criteria about effective Superintendent behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.
Rationale: Standards of any kind are only effective if they meet propriety, utility, feasibility and accuracy measures, (Examples of multiple data sources are a superintendent self-assessment; a portfolio compiled by the superintendent; 360° feedback; the school improvement plan; artifacts that address previous goals, school board meeting agendas, etc.)
5. Provide opportunities for personal and professional growth.
Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement. See Sample 2 (Individual Professional Development Plan) and Sample 3 (Remediation Form) in this packet.
6. Be ongoing and connected to school improvement goals.
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement Plans,
7. Connect the district's goals with its publics' vision for their schools.
Rationale: Goals cannot be developed in isolation; district goals must reflect the community's highest hopes for its public schools.
8. Be intended to improve performance not prove incompetence.
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. If a board is considering evaluation for the purposes of termination, other processes should be employed.

Suggested Timeline for Superintendent Evaluation

TIMELINE	ACTION*
Late Spring	1. Superintendent and board clarify vision, mission and long-range plans for district. 2. Board and superintendent review superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	3. Superintendent creates Individual Professional Development goals based on district goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/superintendent and shared with staff. 4. An Individual Professional Development Plan is developed by the superintendent in cooperation with the board to support his/her goals.
Fall	5. Board President and superintendent review evaluation process and forms with new board members following the election.
Quarterly or Early Winter	6. Superintendent makes interim progress reports to the board on district goals and Individual Professional Development Plan goals.
Spring	7. Superintendent completes a self-assessment including reflections and supporting artifacts and provides it to the board. 8. Individual board members complete evaluation forms and bring the forms to the board's evaluation session <u>or</u> sends copies to the board president or board secretary to be compiled, according to district's procedures. 9. Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the superintendent following the meeting. The meeting must follow the provisions of Iowa's open meetings law Ch.21.5(a) or 21.5(i) and the advice of district's legal council. 10. The board's official evaluation document(s) is shared, clarified and discussed with the superintendent, following the open meetings/open records laws. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record (Sample 3).

A copy of the final written evaluation form is placed in the superintendent's _____ personnel folder.

Iowa law requires that notification of a board's intent to terminate the contract of a superintendent occur by May 15.

Late Spring **Return to the beginning of the cycle**

*See Appendix A: Evaluation Process – Evaluation of Administrators to determine the appropriate process of evaluation to follow.

Sample 1: Superintendent Evaluation Form

Part 1 Job Responsibilities

STANDARD #1: A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

- 1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
Identifies critical data elements with stakeholder groups (i.e. teacher leaders, principals, School Improvement Advisory Committee, Board, etc.).
Ensures data-driven goals are set for the building and district teams.
Participates in planning process to establish measurable goals with all stakeholders.
- 1b. Uses research and/or best practices in improving the educational program.
Demonstrates knowledge of current research and best practice.
Ensures staff has access to information and/or examples of current research and best practice.
Aligns goals with current research and best practice about high quality instructional programs.
Systematically engages stakeholders in discussions about current research and best practice.
- 1c. Articulates and promotes high expectations for teaching and learning.
Holds administrative team to established expectations for teacher and student performance.
Works with stakeholders to establish expectations for teacher and student performance.
Communicates and discusses expectations for teaching and learning with stakeholders.
Promotes the belief that all students will master rigorous academic standards.
Facilitates goal setting to improve student achievement.
- 1d. Aligns and implements the education programs, plans, actions, and resources with the district's vision and goals.
Ensures building-level goals and action plans are consistent with district goals.
Ensures curriculum, instruction, and assessment alignment.
Provides leadership for development of effective and meaningful school improvement plan.
Makes decisions and allocates resources to support building and district goals.
- 1e. Provides leadership for major initiatives and change efforts.
Demonstrates understanding of the change process.
Systematically plans change efforts to improve student achievement.
Uses knowledge of the school, district and community environment to inform planning and actions.
Allocates resources to support initiatives and change efforts.
Supports staff during the change process.
Garners staff and community support for change.
Fosters a climate of shared leadership.
- 1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Uses multiple means of communication to report district progress to share and help all stakeholders understand district progress.
Responds to stakeholder questions and/or concerns with information.

Evidence:	Summary Rating
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	Meets Standard
	Doesn't Meet Standard
Reflection:	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #1

The questions provided are meant to guide the discussion between the superintendent and the board. The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the district’s initiatives, allocation of resources and student learning? (success? achievement?)
- How are you supporting the accomplishment of our district’s vision?
- How does our student achievement data compare to others?
 - What are the factors that you believe will impact our long-range vision?
 - What is the approach you use to developing and sustaining the district’s vision?
 - How widely known is the vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
 - Does our vision reflect the culture and climate of our community?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #1

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Board Agendas/Administrative Team Agendas
- Media – Newsletter/paper articles/web site
- Presentations to groups, including teachers (shareholders/stakeholders)
- Comprehensive School Improvement Plan actions for Annual Progress Report
- Board and Administrative goals
- Growth goals for Administrators
- Board policy and Administrative policy enforcement that’s reflective of a “new” vision with supporting materials
 - Work with District Advisory Council
 - Participation on state, regional, national initiatives
 - “Observational” data from Board, Staff, etc.
 - Comprehensive School Improvement Plan
 - Evidence of annual review of district’s mission statement and alignment to practice
 - Communication “vehicles” that make the school vision visible to stakeholders

STANDARD #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors

- 2a. Provides leadership for assessing, developing and improving climate and culture.
 - Articulates a plan to improve/sustain the desired climate and culture.
 - Defines a set of core values, which reflect the desired climate and culture.
 - Facilitates the assessment of implementation of plan and alters as necessary based on data sources.
 - Fosters a climate in which every student is well known, respected, and cared for.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Develops a structure that ensures all students and staff earn recognition for work well done.
 - Communicates accomplishments of staff and students to district stakeholders.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - Articulates desired effective teaching and learning experiences.
 - Facilitates the utilization of effective current practices and new innovations.
 - Orchestrates processes to improve teaching and learning experiences.
 - Facilitates the assessment of the results, which reflect the success of established processes.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
 - Facilitates the collection of data related to curriculum, instruction and assessment.
 - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
 - Ensures that a rigorous academic program is in place at each school.
 - Ensures that each student is engaged in a rigorous course of study.
 - Ensures that the curricular program is aligned with assessment systems.
 - Ensures that the curricular program is aligned across grades and levels of schooling.
 - Ensures that the regular and special programs (special education, English as a second language, etc.) are aligned.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
 - Demonstrates an understanding of and applies the Iowa School Leadership Standards and Criteria.
 - Maximizes district evaluation process to improve staff performance.
 - Initiates frequent conversations focused on continuous improvement.
 - Initiates critical conversations about quality teaching.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - Allocates resources to provide ongoing, research-based professional development.
 - Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement.
 - Solicits input from staff regarding professional development needs and planning.
 - Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.

Standard #2

*The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.*

How do you monitor the culture and climate of the district? What are the key factors that you consider?

(Possible key factors to consider:)

- Alignment of quality professional development for all staff
- Norms about professionalism
- Staff turnover analysis based on exit interviews
- Student discipline data
- Grievances
- Absentee rates (staff and students)
- Beginning teacher retention
- Staff honors/recognitions and student recognitions
- Open enrollment data
- Student sub-group profiles re: participation rates in activities
- Post-graduate surveys
- Student achievement data
- Student recognitions

How do you support a culture where everything is focused on student achievement?

How do you insure a culture of equality and equity?

What standards do you set for yourself for professional development and growth?

How do you tell if the resources we're investing in professional development make a difference in student achievement?

What evidence can you provide that we're using the best research about quality professional development?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #2**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

Professional Development Plan
Log of school visits and conversations with staff (includes emails)
Reflective journals
Agenda of learning experiences of administrative teams
Written communications
Feedback from a wide variety of stakeholders about performance as the superintendent
Surveys of staff/community
Meeting logs of times with administrative staff/support staff
Symbolic “pins”, other symbols – celebrations, etc.
Student achievement data
Reports and celebrations of student achievement to Board and other audiences
Linkage of Iowa Professional Development Model to student achievement goals
Evidence of teachers examining student achievement data
Iowa Youth Survey results
Log of school visits and presentations
Monthly calendar
Comprehensive School Improvement Plan
ACT Student Satisfaction Survey
Written proposals for innovative practices
Distribution of research to administrative team and teachers
Documentation of coaching and evaluation of principals
Trends in Career Development Plan growth goals for teachers
Meaningful interpretive reports of student achievement data delivered in lay language

STANDARD #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

- 3a. Complies with state and federal mandates and local board policies.
 Ensures organizational compliance at all levels of local, state, and federal policies and mandates.
 Explains local, state, and federal policies and mandates to stakeholders.
 Allocates resources to support the compliance of local, state, and federal policies and mandates.
 Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state, and federal policies and mandates.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
 Uses a variety of methods and resources to recruit highly qualified staff.
 Develops district procedures for hiring staff and ensures the process is followed.
 Ensures opportunities are provided for orientation, mentoring, and ongoing support for staff.
- 3c. Addresses current and potential issues in a timely manner.
 Identifies issues with the potential to impact the district.
 Develops plans to address the issues with the potential to impact the district.
 Uses appropriate methods to communicate plans.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 Allocates resources, including technology, to optimize student learning.
 Implements and communicates effective budgetary policies and procedures.
 Assesses district facility needs and develops plan to meet those needs.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
 Develops a school calendar to optimize student learning.
 Work with Board to develop policies and procedures to optimize student learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.
 Ensures the development and maintenance of a district communication plan.
 Gathers information and input from a variety of sources prior to communicating.
 Communicates accurate information to appropriate audience(s) in a timely manner.

Evidence:	Summary Rating
	Meets Standard
	Doesn't Meet Standard
Reflection:	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #3

The questions provided are meant to guide the discussion between the superintendent and the board.

The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.

- What strategies do you use to monitor the general operations of the district?
- How do you identify areas for improvement?
- How do you insure that the district's general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How does our financial data compare to other schools of comparable size and demographics?
- How often do you have critical conversations with the business manager about the financial health and financial safeguards for the district?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the district?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #3

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts

listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Administrative "calendar"
- Department of Education site visit summative report
- Auditor's Report
- Grants received/applied for – alignment to goals of the district; sustainability
- Induction plan of Board members for understanding of school finance (confidence of Board members' understanding)
- Academy of Board Learning Experiences (ABLE) meetings attended
- Facility plans
- Enrollment plans
- Policies/procedures for management of funds
- "categorical" funds/budgets
- Emergency/Crisis Plans
- Hiring process
- Employee handbooks
- External audits
- Board meeting agendas
- School Comparisons Chart from Iowa Association of School Boards
- Meeting records of conversations with Business Manager about fiscal health
- "Second opinion" report about financial health of the district
- Financial Report Card
- Administrative Team Meeting Agendas

**Possible questions Board Members could ask to conduct the reflective conversation.
Standard #4**

*The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.*

- What data do you have that indicates the level of meaningful parent involvement in their children's education?
- What steps have you taken to initiate community partnerships around district goals? What are the results of the initiatives?
- How do you reach out to "unengaged" parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc?
- What do you do to model a healthy balance between professional and personal responsibilities to the families in our district?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #4**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Meeting logs/minutes of task force meetings
- Level of volunteerism
- Parent - Teacher conference numbers
- Number of hits on web site
- Community Survey
- Needs Assessments/Satisfaction surveys/Focus Groups
- Election results that impact tax levies
- Written communications
- Data on outreach programs
- Collaborative Partners
- Advisory Board minutes
- Participation in 6 year plan for 8th graders
- Parenting classes - numbers
- Inter-agency agreements
- "House calls" – contact with parents and partners
- Open houses
- Membership and service to service clubs
- Participation in youth-oriented organizations
- Communications with parents
- Minutes of the School Improvement Advisory Committee meetings

STANDARD #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.

5a. Demonstrates ethical and professional behavior.

- Adheres to state and federal mandates.
- Adheres to board policies, district procedures, and contractual obligations.
- Adheres to professional standards of behavior.
- Treats people fairly and with respect.
- Models accepted moral and ethical standards in all interactions.

5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

- Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
- Supports major initiatives.
- Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.

5c. Fosters and maintains caring professional relationships with staff.

- Remains aware of personal needs of the staff.
- Is informed about significant personal issues in the lives of the staff.
- Acknowledges significant events in the lives of the staff.

5d. Demonstrates appreciation for and sensitivity to diversity in the school community.

- Practices equity in meeting district needs.

5e. Is respectful of divergent opinions.

- Solicits the opinion of others.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
<p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #5

*The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.*

- How do you apply ethical decision-making with staff, students, parents and other stakeholders?
- How do you confront and resolve any ethical issue that arises re: interactions between staff, staff & students, students & students, board to board, board to school personnel, board to community?
- What strategies do you employ when dealing with ethical issues such as treating all kids equitably, insuring that under-performing kids are given extra supports, creating a safe learning environment for all kids, etc.?
- How do you model integrity, fairness and ethical behavior?
- When have you drawn an ethical “line in the sand”?
- What evidence can you provide that your decisions are based on the “greater good” of all kids and the system?
- What values and beliefs are central to how you approach ethical dilemmas?
- What standards do you set for yourself for your own professional development and growth?

Possible artifacts a Superintendent could use to demonstrate proficiency.

Standard #5

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Feedback from a variety of stakeholders
- Record of solicitation of feedback
- Customer satisfaction indices
- Special Education delivery plan
- Written recommendations on difficult issues
- “Equity” district-wide program results
- Character Education Program data
- Sportsmanship – Coaches feedback
- Affirmative Action Plan
- Email file

STANDARD #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to and influencing the larger political, social,

***The questions provided are meant to guide the discussion between the superintendent and the board.
The questions are not exhaustive nor would it be reasonable to expect a superintendent to respond to all questions.***

- What service providers are we working with or networking with, and what is the impact of those efforts?
- What steps are you taking to collaborate with other districts, institutions, and organizations and on what issues?
- What steps are you taking to insure that our students & organization will be prepared for the changing demographics of our state and nation?
- What examples of your efforts to advocate for our district, all students, and for education can you give us?

**Possible artifacts a Superintendent could use to demonstrate proficiency.
Standard #6**

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a superintendent to provide all of the artifacts.

- Communication logs with legislators
- Agendas from meetings –Area Education Agency, Board Meetings, meetings with legislators, etc.
- Participation in “non-school” initiatives, e.g. Economic Development, Chambers, Empowerment
- Participation in Professional Associations like School Administrators of Iowa & Iowa Association of School Boards
- Participation in state-level task forces
- Involvement with community colleges, Institutions of Higher Education, Post-Secondary Institutions
- Inter-Agency Agreements
- Involvement with “School Safety” organizations.

PART III – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:	Meets Standard	Does not meet Standard
Standard 1		
Standard 2		
Standard 3		
Standard 4		
Standard 5		
Standard 6		

Significant Achievements:

Areas for Growth:

Superintendent Comments:

School Board President Comments:

Recommendation for Continuous Improvement (check one)

____ Professional Growth Plan

____ Remediation Target(s)

Superintendent's Signature: _____ Date: _____

Evaluation Period: 20____ to _____, 20____

Board President's Signature: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
 to be developed collaboratively between administrator and supervisor

Name: _____ **School:** _____ **District:** _____ **AEA:** _____

District or Building Focus

Step 1

General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Step 2

Specific School or District Goal (for above general goal area)

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

Step 4

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Step 5

Supports for Plan Implementation (check all that apply and describe)

- Supervisor/Board:
 Peer:

- AEA/Regional:
 Other:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What result do you hope to achieve? Be specific.	S - What specific leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will achieve the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What measures (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the timeframe for completing the goal? List start date, review date(s) and end date.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

REMEDIATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board. A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ **Date Target Developed:** _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Superintendent Comments:

Board President Comments:

Signatures: _____
Superintendent
Date
Board President
Date

Job Description

- Title:** Superintendent of Schools
- Job Goal:** To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.
- Qualifications:**
1. Three years experience in teaching and three years experience in school administration totaling at least six years.
 2. An earned Master's Degree with a major in educational administration; preferably, completion of one year of graduate work beyond the Master's Degree.
 3. A valid license issued by the State Board of Education with a Superintendent/Area Education Agency Administrator endorsement.
 4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.
- Reports to:** Board of Education
- Supervises:** Directly or indirectly, every district employee.
- Classification:** Exempt

Professional Responsibilities and Examples of Duties:

1. A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
 - a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - b. Uses research and/or best practices in improving the educational program.
 - c. Articulates and promotes high expectations for teaching and learning.
 - d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
 - e. Provides leadership for major initiatives and change efforts.
 - f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
2. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
 - a. Provides leadership for assessing, developing and improving climate and culture.
 - b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.

- c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - e. Evaluates staff and provides ongoing coaching for improvement.
 - f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - h. Promotes collaboration with all stakeholders.
 - i. Is easily accessible and approachable to all stakeholders.
 - j. Is highly visible and engaged in the school community.
 - k. Articulates the desired school culture and shows evidence about how it is reinforced.
3. A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.
- a. Complies with state and federal mandates and local board policies.
 - b. Recruits, selects, inducts, and retains staff to support quality instruction.
 - c. Addresses current and potential issues in a timely manner.
 - d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - f. Communicates effectively with both internal and external audiences about the operations of the school.
4. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
 - b. Promotes and supports a structure for family and community involvement in the education system.
 - c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
 - d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
5. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and an ethical manner.
- a. Demonstrates ethical and professional behavior.
 - b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
 - c. Fosters and maintains caring professional relationships with staff.
 - d. Demonstrates appreciation for and sensitivity to diversity in the school community.
 - e. Is respectful of divergent opinions.

6. A superintendent is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economical, legal and cultural context.
 - a. Collaborates with service providers and other decision-makers to improve teaching and learning.
 - b. Advocates for the welfare of all members of the learning community.
 - c. Designs and implements appropriate strategies to reach desired goals.

7. This job description is subject to change, and in no manner implies that the superintendent performs only the responsibilities and duties listed herein. The superintendent must perform these and other duties as may be assigned by the board, both consistent with local board policies and the *Iowa Code*.

Working Conditions Include:

1. Extremes of temperature and humidity.
2. Use of and potential dangers associated with stairs.
3. Exposure to and possible repercussions of communicable diseases.
4. Occasional travel.
5. Occasional interaction with unruly students.
6. Regular evening and weekend work.
7. Considerable telephone contact and paperwork.
8. Regular requirement of bending, carrying, climbing, driving, lifting, pushing, pulling, reaching, sitting, standing, walking, reading, communicating, seeing, hearing.

Terms of Employment:

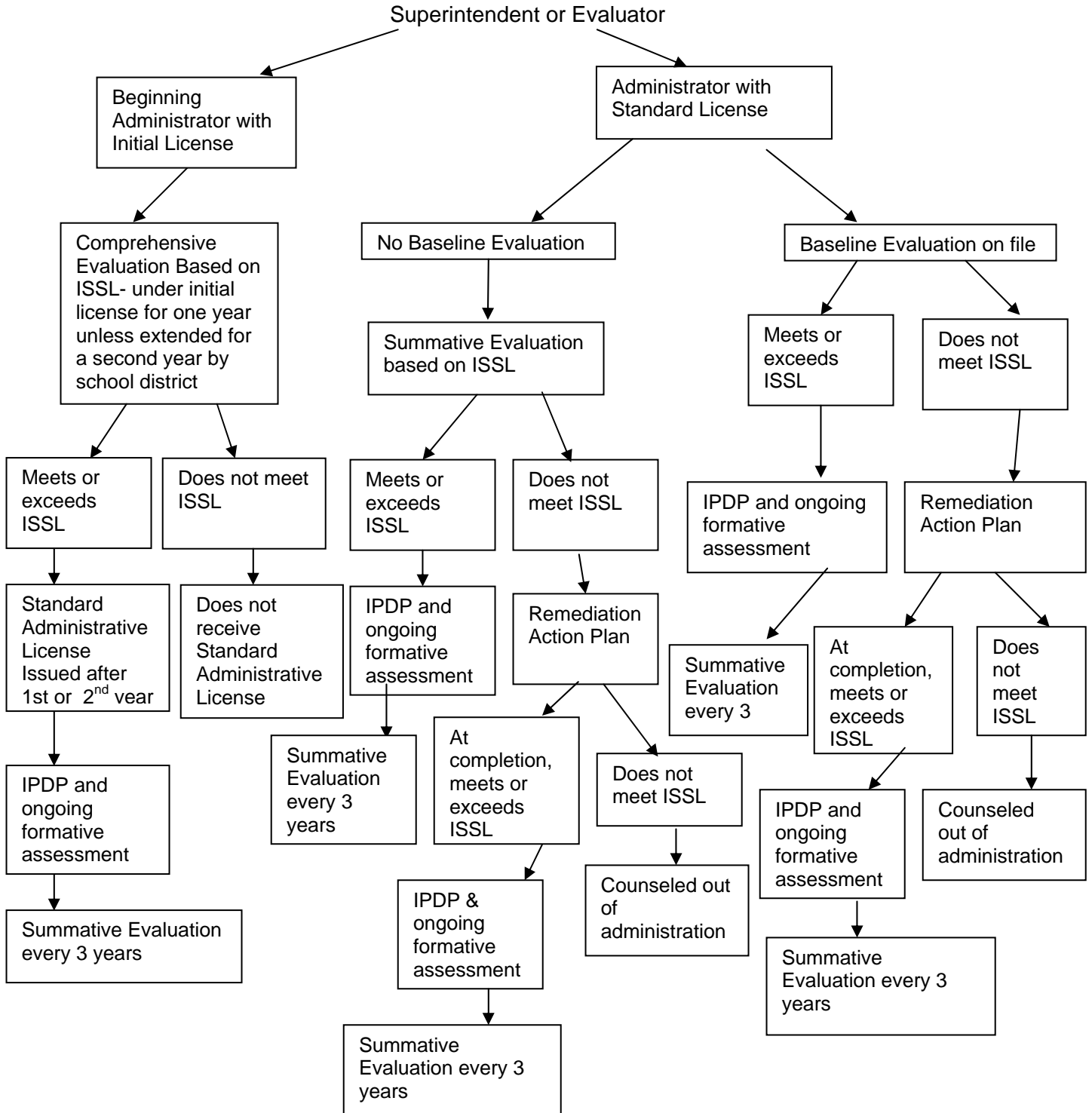
Twelve months a year. Salary and benefits to be set by the board.

Evaluation:

Performance of this job will be evaluated in accordance with board policy, including progress on annual job targets as set by the superintendent and board.

Approved by: _____ **Date:** _____

Evaluation Process- Evaluation of Administrators- May 2007
 (ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
 IEATPII: Evaluation of Administrators- Module 6: handout 6.3
Best Practice



Approved:

Reapproved: February 3, 2003
 January 10, 2005
 December 15, 2008
 February 1, 2010
 November 6, 2017

Revised: January 10, 2005
 December 15, 2008

*Renumber