



EVALUATE
DAVIS

Superintendent of Schools



EVALUATE
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Superintendent

LEARNING FIRST!

The Superintendent is evaluated annually by the President of the School Board.

EVALUATION COMPONENTS

SELF-ASSESSMENT:

The superintendent completes a yearly self-assessment by rating him/herself on each performance indicator.

GOALS:

The superintendent writes a minimum of 3 yearly goals; input on goals may be given by superintendent and Board.

GOAL APPROVAL:

The Board president will review the superintendent's self-assessment and goals with the superintendent. The Board president may provide feedback and request revisions. The Board president will approve the goals in the online system.

STAKEHOLDER SURVEY:

Stakeholders, including the superintendent's direct employees, will provide input via an online survey. Survey data are analyzed, then results are reported to the Board. This survey data is used as one piece of evidence during the summative evaluation.

BOARD PRESENTATION BY SUPERINTENDENT:

The superintendent will present evidence to the Board demonstrating efficacy on performance indicators and goal progress and answers questions from the Board.

BOARD SUMMATIVE SURVEY:

A survey, consisting of items on the superintendent Summative Evaluation, will be given to the Board. Individually, Board members determine ratings (highly effective, effective, moderately effective, or ineffective) for each indicator. Survey data are analyzed, then results are reported to the Board president who will review results with the Board. ***Note: Board members must have ENCORE login and password to complete Board Summative Survey.***

SUMMATIVE EVALUATION:

The Board president will review all survey data and assign draft ratings on the superintendent summative evaluation. The Board president will finalize ratings with the Board. The Board president will meet with the superintendent to review the evaluation, provide feedback from the Board, and sign the final evaluation.

TIMELINE FOR SUPERINTENDENT EVALUATION

JULY/AUGUST

Superintendent reviews prior evaluations, district data, completes the self-assessment, and drafts goals for the upcoming year.

Board discusses and provides input on draft goals.

Board President reviews and approves Superintendent's goals in the online system.

JANUARY

Stakeholder surveys are completed.

FEBRUARY/MARCH

Superintendent makes presentation to the Board.

Board completes summative survey.

Board reviews Board summative survey average ratings.

Board President discusses draft summative ratings with the Board and finalizes summative evaluation.

Board President, in a closed meeting with the Board, meets with the Superintendent to discuss ratings, commendations and recommendations, and completes the final items on the summative evaluation.

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THE STANDARDS

for Superintendent of Schools

LEARNING FIRST!

PLAN: The effective superintendent creates a shared mission, vision, and goals to meet the unique needs of Davis District. Planning effectively requires the use of data to anticipate emerging needs and acquiring and utilizing resources equitably and efficiently. The superintendent works with the school board to formulate policies that meet legal requirements and define organizational expectations.

LEAD: The superintendent clearly communicates the vision, mission, and goals of the district to maintain a focus on student learning and achievement through quality instruction, curriculum, and assessment. The superintendent works to ensure quality staffing through effective hiring, training, and evaluating, and empowers and inspires employees to be collaborative and innovative. The superintendent moderates the negative effects of external pressures and leads the system smoothly through change when needed. The effective superintendent ensures information is communicated in a timely and effective manner. He/she represents the district interests in advocating for legislation and state policies that support quality education.

CHECK: The superintendent ensures decisions, practices, policies, and resources support the district vision, mission, and goals, and assures compliance with laws and policies. The effective superintendent uses a wide variety of data to evaluate district effectiveness and ensures employees and departments receive frequent feedback for continuous improvement.

ENVIRONMENT: The effective superintendent is approachable, supportive, and responsive, and ensures the physical environment is well-maintained, safe, and inviting. He/she fosters an environment where stakeholders are positive, respectful, and understanding of individual differences. The superintendent creates an environment of high expectations, and recognizes and celebrates excellence.

PROFESSIONALISM: The superintendent models effective interpersonal, communication, and problem solving skills, approaching challenges in a positive, solution-oriented manner. The superintendent engages in regular self-reflection and learning for continuous professional growth and expertise. He/she collaborates and cultivates productive relationships to improve learning and makes contributions to community, state, and the larger arena of public education.



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THE INDICATORS

for Superintendent of Schools

PLAN

- P.1** Cultivates a collaborative process through which the district vision, mission, and goals are created to meet the unique needs of students, families, staff, and communities served by Davis School District
- P.2** Utilizes data and research to anticipate emerging trends and proactively address district needs
- P.3** Plans effectively for the acquisition and efficient, equitable allocation and use of fiscal, human, and capital resources
- P.4** Develops and implements strategies for formulating policies that meet legal requirements and define organizational expectations

LEAD

- L.1** Clearly articulates and consistently communicates vision, mission, goals, and goal progress
- L.2** Maintains a focus on student learning and achievement by ensuring implementation of quality instruction, curriculum, and assessment
- L.3** Ensures quality staffing through effective hiring, induction, mentoring, training, and evaluation policies and practices
- L.4** Empowers and inspires employees to collaboratively create and implement innovative and effective programs, processes, and solutions
- L.5** Moderates the impact of external pressures and effectively moves the system through change processes
- L.6** Utilizes effective communication strategies to ensure the timely flow of information
- L.7** Advocates for legislation and state policies that support quality education

CHECK

- C.1** Checks regularly to ensure decisions, practices, policies, and resources support district vision, mission, and goals
- C.2** Monitors and ensures compliance with federal, state, local, and district laws, policies, and procedures
- C.3** Uses a wide variety of data to evaluate the effectiveness of policies, programs, and practices
- C.4** Ensures frequent feedback is provided to employees and departments for continuous improvement

ENVIRONMENT

- E.1** Is approachable, supportive, and responsive
- E.2** Ensures facilities are well-maintained, safe, and inviting
- E.3** Fosters an environment where administrators, staff, and students are positive, respectful, and understanding of individual differences
- E.4** Creates an environment of high expectations and celebrates excellence

PROFESSIONALISM

- PRO.1** Models effective interpersonal, communication, and problem-solving skills
- PRO.2** Engages in self-reflection and professional learning for continuous growth and expertise
- PRO.3** Collaborates and cultivates productive relationships with a wide variety of stakeholders to improve learning
- PRO.4** Approaches challenges and changes positively in a problem-solving manner
- PRO.5** Makes professional contributions to community, state, and the larger arena of education
- PRO.6** Uses the Evaluate Davis system effectively

***All employees must consistently adhere to school, district, and state policies and procedures*

Date:

11. (L.6) Utilizes effective communication strategies to ensure the timely flow of information	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	0 4
12. (L.7) Advocates for legislation and state policies that support quality education	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	0 4
13. LEAD Reflection: Discuss areas of strength and areas of needed improvement	

CHECK

	Low	High
14. (C.1) Checks regularly to ensure decisions, practices, policies, and resources support district vision, mission, and goals	<div><div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>04</div></div>	
15. (C.2) Monitors and ensures compliance with federal, state, local, and district laws, policies, and procedures	<div><div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>04</div></div>	
16. (C.3) Uses a wide variety of data to evaluate the effectiveness of policies, programs, and practices	<div><div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>04</div></div>	
17. (C.4) Ensures frequent feedback is provided to employees and departments for continuous improvement	<div><div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div><div><div><div></div></div></div></div><div>04</div></div>	
18. CHECK Reflection: Discuss areas of strength and areas of needed improvement		

ENVIRONMENT

	Low	High
19. (E.1) Is approachable, supportive, and responsive	<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>04</div></div>	
20. (E.2) Ensures facilities are well-maintained, safe, and inviting	<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>04</div></div>	
21. (E.3) Fosters an environment where administrators, staff, and students are positive, respectful, and understanding of individual differences	<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>04</div></div>	
22. (E.4) Creates an environment of high expectations and celebrates excellence	<div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>04</div></div>	
23. ENVIRONMENT Reflection: Discuss areas of strength and areas of needed improvement		

PROFESSIONALISM

	Low													High
24. (PRO.1) Models effective interpersonal, communication, and problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4
25. (PRO.2) Engages in self-reflection and professional learning for continuous growth and expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4
26. (PRO.3) Collaborates and cultivates productive relationships with a wide variety of stakeholders to improve learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4
27. (PRO.4) Approaches challenges and changes positively in a problem-solving manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4
28. (PRO.5) Makes professional contributions to community, state, and the larger arena of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4
29. (PRO.6) Uses the Evaluate Davis system effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4

30. PROFESSIONALISM Reflection: Discuss areas of strength and areas of needed improvement

GOAL SETTING TEMPLATE

Superintendent of Schools

Superintendent: _____
Date: _____

PERFORMANCE GOAL #1:

[Enter the standard and indicator for focus]

I will [describe what you will be doing] by taking the following steps:
[list steps you will take to achieve your goal].

The goal will be achieved by [enter date] and measured by [indicate the measure you will use to show goal achievement].

PERFORMANCE GOAL #2:

[Enter the standard and indicator for focus]

I will [describe what you will be doing] by taking the following steps:
[list steps you will take to achieve your goal].

The goal will be achieved by [enter date] and measured by [indicate the measure you will use to show goal achievement].

PERFORMANCE GOAL #3:

[Enter the standard and indicator for focus]

I will [describe what you will be doing] by taking the following steps:
[list steps you will take to achieve your goal].

The goal will be achieved by [enter date] and measured by [indicate the measure you will use to show goal achievement].



SUPERINTENDENT OF SCHOOLS SUMMATIVE EVALUATION



Superintendent: _____

Date: _____

School Year: _____

SUMMATIVE EVALUATION PRE-CONFERENCE

To be completed before employee conference

- 1** Sources of evidence: A minimum of 2 sources of evidence must be used in the evaluation

- ☐ Work observation
- ☐ Survey data
- ☐ Evidence review (specify in comments box)
- ☐ Other (specify in comments box)

Optional Comments: _____

PLAN

- 2** (P.1) Cultivates a collaborative process through which the district vision, mission, and goals are created to meet the unique needs of students, families, staff, and communities served by Davis School District

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

- 3** (P.2) Utilizes data and research to anticipate emerging trends and proactively address district needs

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

- 4** (P.3) Plans effectively for the acquisition and efficient, equitable allocation and use of fiscal, human, and capital resources

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

- 5** (P.4) Develops and implements strategies for formulating policies that meet legal requirements and define organizational expectations

- ☐ Ineffective
- ☐ Moderately Effective
- ☐ Effective
- ☐ Highly Effective

Optional Comments: _____

LEAD

- 6** (L.1) Clearly articulates and consistently communicates vision, mission, goals, and goal progress

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 7** (L.2) Maintains a focus on student learning and achievement by ensuring implementation of quality instruction, curriculum, and assessment

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 8** (L.3) Ensures quality staffing through effective hiring, induction, mentoring, training, and evaluation policies and practices

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 9** (L.4) Empowers and inspires employees to collaboratively create and implement innovative and effective programs, processes, and solutions

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 10** (L.5) Moderates the impact of external pressures and effectively moves the system through change processes

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 11** (L.6) Utilizes effective communication strategies to ensure the timely flow of information

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 12** (L.7) Advocates for legislation and state policies that support quality education

☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

CHECK

- 13** (C.1) Checks regularly to ensure decisions, practices, policies, and resources support district vision, mission, and goals

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 14** (C.2) Monitors and ensures compliance with federal, state, local, and district laws, policies, and procedures

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 15** (C.3) Uses a wide variety of data to evaluate the effectiveness of policies, programs, and practices

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 16** (C.4) Ensures frequent feedback is provided to employees and departments for continuous improvement

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

ENVIRONMENT

- 17** (E.1) Is approachable, supportive, and responsive

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 18** (E.2) Ensures facilities are well-maintained, safe, and inviting

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

- 19** (E.3) Fosters an environment where administrators, staff, and students are positive, respectful, and understanding of individual differences

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

20 (E.4) Creates an environment of high expectations and celebrates excellence

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

PROFESSIONALISM

21 (PRO.1) Models effective interpersonal, communication, and problem-solving skills

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

22 (PRO.2) Engages in self-reflection and professional learning for continuous growth and expertise

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

23 (PRO.3) Collaborates and cultivates productive relationships with a wide variety of stakeholders to improve learning

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

24 (PRO.4) Approaches challenges and changes positively in a problem-solving manner

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

25 (PRO.6) Uses the Evaluate Davis system effectively

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective

Optional Comments:

26 (PRO. 6.a) Percentage of employees with appropriate number of observations

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective
-

27 (PRO. 6.b) Observations completed during appropriate time frame

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective
-

28 (PRO. 6.c) Quality feedback is provided to employees through the evaluation system

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective
-

29 (PRO. 6.d) Follow through is consistently done for employees with “Ineffective” ratings or on “Plan of Assistance”

- ☐ Ineffective
☐ Moderately Effective
☐ Effective
☐ Highly Effective
-

30 Adheres to all school, district, and state policies and procedures with consistency.

- ☐ No (comments required) Comments:
☐ Yes (comments optional)
-

31 Commendations, Recommendations, Other:

SUMMATIVE EVALUATION CONFERENCE

To be completed with employee

PROFESSIONAL GROWTH PLAN:

32 Superintendent has reviewed Evaluate Davis survey data and has responded by making adjustments as needed.

- ☐ Did not review Optional Comments:
☐ Reviewed, but did not make adjustments to practice
☐ Reviewed, and made adjustments to practice
☐ Reviewed, scores indicated changes were not needed
-

33 Professional Contributions (please list)

- ☐ Complete List:
-

34 (PRO.5) Makes professional contributions to community, state, and the larger arena of education

- ☐ Ineffective Optional Comments:
☐ Moderately Effective
☐ Effective
☐ Highly Effective
-

REVIEW OF GOALS

Performance Goal #1	<input type="checkbox"/> No progress toward goal	<input type="checkbox"/> Progress made toward goal	<input type="checkbox"/> Met goal
Performance Goal #2	<input type="checkbox"/> No progress toward goal	<input type="checkbox"/> Progress made toward goal	<input type="checkbox"/> Met goal
Performance Goal #3	<input type="checkbox"/> No progress toward goal	<input type="checkbox"/> Progress made toward goal	<input type="checkbox"/> Met goal

Superintendent Signature

Date

Board President Signature

Date

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]