

GOALS-BASED EVALUATION STEP 1: ESTABLISHMENT OF GOALS

The superintendent and school board establish at least two, but no more than three, school district goals and at least one, but no more than two, professional development goals. The goals should be clearly aimed at improving student learning and/or the climate for student learning, and each goal must include [Minnesota Rule 3512.0510](#) competencies linked to achieving the goal as well as measurable progress indicators to be accomplished by the superintendent during the next twelve months, understanding the circumstances may necessitate modifications during the year.

When possible, measurable progress indicators, the evidence the school board expects to determine whether goals have been accomplished, should be mutually agreed to by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal.

This document detailing goals, [Minnesota Rule 3512.0510](#) competencies, and progress indicators will be part of the Superintendent's ongoing evaluation and included as part of the annual summative evaluation.

SAMPLE -- ESTABLISHMENT OF GOALS					
	Pertinent MN Rule 3512.0510 Competency	Measurable Progress Indicator 1	Measurable Progress Indicator 2	Measurable Progress Indicator 3	Timeline for Achieving the Goal
Superintendent-School District Goal One:					
Superintendent-School District Goal Two:					
Superintendent-School District Goal Three:					
	Pertinent MN Rule 3512.0510 Competency	Measurable Progress Indicator 1	Measurable Progress Indicator 2	Measurable Progress Indicator 3	Timeline for Achieving the Goal
Superintendent-Professional Development Goal One:					
Superintendent-Professional Development Goal Two:					

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____