

AGENDA



**Addison Central School District
Executive Committee
Executive Committee Meeting
Monday, August 19, 2024, 4:00 pm - 5:15 pm
ACSD District Office
49 Charles Ave**

ACSD District Vision and Mission

OUR VISION

Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.

OUR MISSION

Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

Please click the link below to join the webinar: <https://us06web.zoom.us/j/87258048424>

- A. Call to Order Upon Reaching A Quorum
 - 1. Introductions – Board members, Administrators and Staff
- B. Public Comments on Agenda Items
- C. Recommendation to Approve Minutes from 7/22/2024
- D. Committee Discussion
 - 1. Board Voicemail
 - 2. Upcoming Board Presentation Topic
 - 3. August 26th Agenda Creation
 - 4. Superintendent Evaluation Next Steps
 - 5. Other
- E. Public Comment – Any Topic
- F. Adjourn

***Public Comment Guidelines:**

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

MINUTES

**Addison Central School District
Executive Committee
Committee Meeting
Monday, July 22, 2024, 4:00 pm - 6:30 pm
49 Charles Avenue
Middlebury VT
05753**

ACSD District Vision and Mission

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OUR MISSION

Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

In Attendance

Barbara Wilson; Mary Heather Noble; Suzanne Buck; Wendy Baker

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 4:00 pm.

1. Introductions – Board Members, Administrators and Staff

B. Public Comments on Agenda Items

No public comment.

C. Recommendation to Approve Minutes from 6/17/2024

Motion to approve minutes of June 17, 2024.

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

D. Committee Discussion

1. Board Voicemail

Mary Heather Noble reported that she has been checking the Board voicemail every Monday during the month of July, and that there have not been any messages since the June 17, 2024 Executive Committee meeting.

2. Superintendent Transitions

Dr. Baker provided Barb Wilson, Suzanne Buck and Mary Heather Noble with a copy of a recent communication that she shared with her leadership team about how she is viewing the leadership work before her in this first academic year. She shared her sense that the District has undergone significant transition and upheaval in the wake of leadership changes in both District Office and school buildings. This upheaval has also been magnified by the first

(failed) superintendent search, the need for interim leadership, and all the other post-COVID pressures. Dr. Baker stated that the focus must be on stabilizing the organization, building trust, and establishing clear guidance in balancing leadership, design, and impact player roles within the organization. There has been blurring of these roles out of necessity and with the best of intentions over the past few years, and she is hoping to bring everyone together with a common understanding and mutual goals. Dr. Baker noted that this work will take time, that she has needed to be more hands-on than she would typically during this transition period, and asked the Executive Committee to support and commend the Leadership Team for surviving a challenging few years and for their continued commitment to ACSD students.

Dr. Baker also noted the harm that can happen with a Board that is negative about the District's future, and suggested that the Board consider the impact to District leaders and staff when they discuss challenging and emotionally charged issues. Mary Heather asked about Dr. Baker's overall sense of morale -- Dr. Baker responded that people seem optimistic, but need support and trust.

3. Approach to Policy Review

Dr. Baker summarized the recent work that she has been doing with Policy Committee Chair Jamie McCallum to review District Policies and identify which ones require action and work by the Policy Committee. Dr. Baker is also identifying policy needs in order to support her efforts on implementing the Strategic Plan. She provided some specific examples (e.g., coordinating the Title 1 policy requirements with the Board's stated Equity goals), and requested guidance on how best to request Board engagement with the needs she has identified. The options:

- Dr. Baker can find the original Committee charge, identify which issues fall within a Committee's purview, and request work directly from the Committee; or

- Dr. Baker can bring an issue to the full Board's attention (either in her Superintendent's Report or as an agenda item) for full Board consideration on how it wishes to address the need (e.g., assign to existing committee or create an ad-hoc committee, depending on the issue).

There was considerable discussion about the options, with consideration of a few specific examples. Given the relative inexperience of Board members and some committee chairs, and the need for transparency and trust-building within the Board, Barb Wilson, Mary Heather Noble, and Suzanne Buck agreed that the second option seemed best, with the understanding of perhaps working toward a process that looks more like the first option. Mary Heather noted the manner in which the class size policy D6 issue was introduced to the Board, and the subsequent discussion about the instability of some of ACSD's elementary school populations was very measured and successful, and an example of the Board really working together from a full District perspective. Dr. Baker was commended on how that issue was presented.

4. Committee Focus/Charges

The Committee continued further discussion around specific examples of things required Board attention from Dr. Baker's attention, and how best to initiate movement on addressing the issues (e.g., Facilities and moving forward with the required 5-year plan so the District can be well-positioned for possible state funding in the future).

5. Boardpaq Access

Dr. Baker mentioned that Darcie Arensmeyer does not feel comfortable creating board and

committee agendas without a better understanding of the content and lingo. They had originally hoped to create a template for committee chairs to use, but this has not been used as hoped. There was some discussion about Darcie's role as an administrative support staff for the leadership team and not just the Board. Barb Wilson is hoping that Dr. Baker and the committee feel comfortable with opening access to Boardpaq so that Committee Chairs can create their own agendas and enter their own minutes for meetings. Mary Heather and Suzanne agreed. Dr. Baker will work with Darcie to give chairs admin access to Boardpaq. Mary Heather said that she would also be willing to provide training to board members who are unfamiliar with the software.

6. Superintendent Evaluation

Dr. Baker shared that in working with Barb and Judy Sclair Stein to plan the board session & training on setting Superintendent Goals and conducting effective Superintendent evaluations, she believe it would be a good idea to invite District Leaders and Principals to the sessions to provide more transparency for anyone who is reporting to the Superintendent. She advocated for this invitation in the spirit of trust-building, but also to make sure that the employees implementing the work established by Board and Superintendent goals have an ability to view and participate in the process. Mary Heather suggested drafting an invitation to send as a heads up to the full board, and then distribute to the leadership team and building principals. She will draft an email and send to Barb to pass along to Board members with an explanation of the intentions.

E. Other

Barb Wilson proposed cancelling the scheduled July 11, 2024 Executive Committee meeting, since the agenda for the August 12-13, 2024 board meeting will be devoted to housekeeping business and training with Judy Sclair-Stein on setting Superintendent goals and conducting Superintendent evaluations. All agreed.

F. Public Comment – Any Topic

No public comment.

G. Adjournment

Meeting adjourned at 6:20 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

*Public Comment Guidelines:

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August 26: AOE Capital Funding Pre-Approval Process (phase 1 & 2)

September 9 - No presentation - review of policy C30 (attendance boundaries & choice)

September 23 - Student services outlook 24-25 (alternative programs, specialized services, and tier 2 supports)

October 14 - Equity based budget approach

October 28 - Mary Hogan Data-based Student Performance Analysis

ACSD BOARD WORK PLAN FOR 2024-2025

Version: 6/21/2024

Work Item	Responsible	May	June	Jul y	August	September	October	November	December	January	February	March	April	May	June	As Required
1. Governance Priorities (113.1) Through an equity lens, the Board of each SU/SD and, if applicable, of each member school district within the SU, adopts a vision and measurable goals to support continuous improvement and monitors student academic progress and wellness.		FY24		FY25												
1.1. Oversight of Strategic Plan Implementation and definition of reporting expectations																
Receive progress reports towards Strategic Plan strategies and action steps (quarterly?)	Board/ Superintendent		X				X				X				X	
Review Annual Strategic Plan Report	Board														X	
1.2. Develop and follow an inclusive process to invite and incorporate community input into the vision and goals for the school system. (113.1.1)	Board												X	X		

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
1.3. Annually set measurable goals and regularly reviews the progress toward those goals. (113.1.2)																
Develop goals towards adoption of new rules and submit input/reports to the State as needed.	Board	X	X												X	
Determine board required actions to support the Strategic Plan implementation team	Board															X
1.4. Monitor student academic progress and wellness. (113.1.3)	Board							X					X		X	
1.5. Evaluate the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed upon goals. (113.1.4)																
Establish Timeline, Process and Performance Objectives¹	Board/ Superintendent				X	X							X			
Evaluate performance and provide Performance Feedback	Board									X	X					

¹ The Mac & Jake consultant will work with the board and superintendent to define first year performance objectives.

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
2. Governance Protocols (113.2) The Board of each SU/SD and, if applicable, of each member school district within the SU adopts, reviews annually, and revises, as needed, operating protocols for how it does its work and annually reads foundational documents such as articles of agreement.		FY24		FY25												
2.1. Annually assess Board performance, including adherence to agreed protocols, processes, and policies. (113.2.1)																
• Conduct and review board self-evaluation	Board	X												X	X	
• Review Board norms annually	Board				X											
• Review Board specific policies (A policies) annually	Board															X
2.2. Annually review whether and/or how Board actions and contributions have impacted the ACSD's success in meeting goals. (113.2.2)	Board												X	X		
2.3. Review board vision and mission statement annually	Board		X		X											

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
2.4. Annually evaluate the effectiveness of community engagement and public communication efforts. (113.2.3) (also see section 3.13) - <i>checking w/ C&E Committee</i>	Board															
2.5. Board continuous learning and development and provide board members with opportunities for ongoing training and support to maintain and increase board member skills and understanding. (113.2.4)	Superintendent/ Board				X	X	X	X	X	X	X	X	X	X	X	
• Hold board retreats (1 to 2 per year)	Board/ Superintendent		X												X	X
• Define annual board training plan/topics for the year	Board Executive Committee/ Superintendent/ Board	X	X											X	X	
• Attend VSBA Board education training/webinars	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
• Onboard new board members & notify VSBA of new members	Board Chair/ Superintendent											X	X	X	X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3. Board Governance Processes (113.3) The Board of each SU/SD and, if applicable, of each member school district within the SU establishes and follows inclusive, transparent, and predictable methods to conduct its work.		FY24		FY25												
3.1. Elect board officers at first meeting after annual elections	Board											X				
3.2. Make committee assignments and other appointments	Board Executive Committee											X				X
3.3. Establish committee charges for upcoming year	Board Executive Committee/ Board														X	
3.4. Prepare and approve annual board work plan	Board Executive Committee/ Board	X	X		X										X	
3.5. Review and approve district facility contracts presented by administration	Board															X
3.6. Prepare and receive committee reports	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.7. Discuss, adopt, and revise policies on a regular basis <u>[to ensure the system is supporting and meeting the needs of every student. (113.3.1)]</u>	Board/ Policy Committee			X	X	X	X	X	X	X	X	X	X	X	X	X
3.8. Ensure the annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student. (113.3.2)																
• Use Equity Based Budgeting Methodology (see section 3.14)	Superintendent/ Board						X	X	X	X						
3.9. Ensure board members are aware of conditions set forth in negotiated agreements and contracts. (113.3.3)	Board															X
3.10. Ensure board members understand and comply with Vermont statutes and regulations relevant to board work and public education. (113.3.4)	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3.11. Stay apprised of proposed legislation and policymaking that may	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
affect our school system and students. (113.3.5)																
3.12. Maintain an ongoing relationship with locally elected officials. (113.3.6)	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3.13. Successfully negotiate teacher and staff contracts	Board	X	X													X
3.14. Engage in community outreach and engagement				<i>(This section is being reviewed by C&E committee)</i>												
• Define annual community engagement plan	Board/ Communications & Engagement		X												X	
• Back to school nights participation/ engagement	Board					X										
• FY25 budget driver outreach	Board								X							
• Other project specific outreach	Board															X
• Solicit stakeholder feedback	Board															X
• End-of-Year & Graduation Events	Board		X												X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.15. Provide finance and budget development oversight (Governance Rule: 111)																
• Equity Based Budgeting Model implementation	Superintendent & Finance Team/ Finance Committee		X			X	X	X								
• Develop and review FY26 budget drivers	Superintendent					X										
• Develop budget guidelines	Board					X										
• Review FY26 budget development	Board						X	X	X	X						
• FY26 Cost Center Presentations	Superintendent							X	X							
• Review draft FY26 budget	Board								X	X						
• Approve final FY26 budget book and warning language	Board									X						
• Schedule & Attend Annual Budget Meeting	Superintendent/ Board										X					

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.16. Provide facilities management and safety oversight (Governance Rule: 112)																
Identify key milestones and develop a timeline for creation of a 5 year plan. (112.2)	Superintendent/ Board/ Facilities Committee									X	X	X	X	X	X	

SUPERINTENDENT EVALUATION MANUAL



DRAFT

Board of Education Approved on XXXX

Table of Contents

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Vision and Mission

The Vision for the Ladue School District is:

Together, we will empower every student to become a passionate learner and achieve his or her highest potential.

The Mission for the Ladue School District is:

We are a community that believes in the limitless possibilities of learning through:

- Fostering the highest possible level of academic achievement and personal responsibility for each student
- Recognizing and respecting all cultures
- Challenging all students to excel in ways that nurture their individual talents and skills
- Inspiring each student to become a responsible and contributing member of a global society
- Providing students the highest quality resources to promote learning
- Developing a highly trained, innovative staff that can meet changing student needs
- Engaging parents and community in the success of our students

Introduction and Purpose

Evaluation of the superintendent is one of the most important responsibilities of the Board of Education. The evaluation tools represent the key means by which the Board of Education can address and effectively serve the needs of the school district as it seeks to continually improve. This is an ongoing and dynamic process.

An effective, high quality evaluation process should include the following principles (as set forth by the Missouri Department of Elementary and Secondary Education):

1. Use research-based performance targets aligned with state standards;
2. Establish indicators of performance articulated across differentiated levels with standards specifying expectations at all levels of practice;
3. Provide for the accurate and appropriate accumulation of performance data;
4. Use student growth in learning as a significant contributing factor in the evaluation of practice at all levels, using a wide variety of student performance measures;
5. Assess performance on a regular basis, providing timely feedback from multiple sources that promotes formative development at all career stages and supporting overall improvement;
6. Be designed to ensure that evaluators who collect evidence of performance and provide feedback are trained and objective, ensuring that ratings are fair, accurate and reliable; and
7. Be designed to guide district decisions regarding determinations of status, recognition, development, interventions and policies that impact student learning in the system.

The information provided in this manual offers a guide for evaluating the superintendent for members of the Board of Education. The primary purpose of the evaluation process is to improve student performance by promoting the continuous growth of the superintendent in a manner that is aligned with the district's Comprehensive School Improvement Plan (CSIP and/or Strategic Plan). The evaluation program is also designed to promote a collaborative partnership between the superintendent and school board that supports an environment to meet the educational mission and goals of the district.

Relevant Policy

The following Board of Education Policies provide the specific framework and support for the evaluation process and implementation:

- Policy CB – School Superintendent
- Policy CBB – Recruitment and Appointment of the Superintendent
- Policy CBC – Superintendent Contract/Compensation and Benefits
- Policy CBG – Evaluation of Superintendent
- Policy CH – Policy Implementation and Dissemination
- Policy GBCB – Staff Conduct
- Policy GCL – Professional Staff Development Opportunities

Evaluation Process

In accordance with Board of Education policy, the superintendent will receive a summative evaluation annually. The evaluation tools will be aligned to the expectations and standards as set forth by the Department of Elementary and Secondary Education (DESE). In accordance with these standards, the superintendent will demonstrate the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. Promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.
5. Acting with integrity, responsibility, and in an ethical manner.
6. Understanding, responding to and influencing the larger political, social, economic, legal and cultural context.
7. Remaining current on best practices in education administration and school-related areas as evidenced by establishing a plan for his or her professional development each year.

Essential Components and Timeline for the Evaluation Process:

1. Establish Areas of Focus or Goals

- The superintendent and Board of Education will collaboratively identify areas of focus or goals for the upcoming year's evaluation. Student growth and achievement will be one of the areas of continual focus.
- Professional Goals should generally be measurable and attainable in the established time frame. General considerations for goals:
 - What are basis for goals?
 - What is the plan to achieve goals?
 - What data is necessary to support, evaluate, and meet goals?
 - Are goals being met during school year? Were goals met?
 - How were instructional practices impacted?
- The selection of areas or goals will be made within the first six (6) weeks of employment for a new superintendent and at the end of the previous school year, or in conjunction with the previous year's summative evaluation, for a returning superintendent.
- Chosen areas of focus or goals will be aligned with the district's current Strategic Plan/CSIP.
- The areas of focus or goals may be changed throughout the year as circumstances dictate.
- At the request of the Board, the superintendent will regularly, but at least once prior to the summative evaluation, report progress on all chosen areas of focus or goals. The report may be written and include specific evidence supporting the superintendent's progress.

2. Formative Evaluation Period

- The purpose of formative evaluations is to provide the superintendent ongoing information and feedback designed to improve overall effectiveness.
- The Board and superintendent will communicate and meet regularly during the formative evaluation period to discuss the superintendent's progress toward identified areas of focus or goals.
- Formative evaluations may be informal (verbal communication, discussions at a meeting) or be formalized as a written document. A sample Formative Memo is provided as a method of formal feedback. Email communications may also serve as formative feedback. The Board president will finalize all written formative evaluation documents.
- Sharing and/or review of information/data that support the selected goals, CSIP, and related items are also a component of the formative evaluation process.
- The formative evaluation period will begin July 1 of each year and continue until the summative evaluation is completed.

3. Summative Evaluation

- The summative evaluation incorporates all the evidence accumulated through the formative evaluation process. It reflects the Board's final assessment of the superintendent's performance for the entire evaluation period.
- The Board will meet prior to the superintendent's summative evaluation.
 - Each Board member will prepare an individual assessment of the superintendent's progress on the selected goals and any other issues that arose during the formative evaluation process. This will be completed using the Summative Performance Assessment.
 - During the meeting, members will reach a consensus regarding the superintendent's progress based on the individual evaluations contributed by each member.
 - The Board president will create a final, consensus evaluation and provide a copy to each Board member.

- o The Board president will also determine the final summative evaluation when consensus cannot be reached among all Board members.
- o The superintendent and the Board will meet to discuss the results of the summative evaluation. The superintendent will be provided a copy of the evaluation and given the opportunity to respond in writing to any item on the evaluation. The superintendent will also provide a self-evaluation for discussion at the summative meeting.
- o Once final, the consensus summative evaluation will be placed in the superintendent's personnel file.
- o The summative evaluation should be completed by April 30 of each school year.

4. *Additional Evaluation Factors*

- Nothing in the evaluation process prevents the Board from addressing additional concerns related to the superintendent's performance as they arise throughout the year.
- Board members with concerns are required to share those concerns with the rest of the Board at the first opportunity. The Board will then determine whether the concern requires a modification to the selected areas of focus or whether a separate action is necessary or more appropriate.

SUPERINTENDENT

EVALUATION

FORMS

Formative Memo

This form can be used to document a conversation or observation about an exceptional performance, issue or growth area. The Board President will finalize all written evaluation forms.

Name of Superintendent: _____

Observation Date:_____ **Report Date:**_____

Signature indicates the information was shared and provided to the Superintendent.

Signed _____ **Date** _____

Superintendent comments (if any) should be attached on separate sheet of paper.

Board of Education Comments:

**Ladue School District
Summative Performance Assessment
Superintendent of Schools**

BOE Member Name: _____

Superintendent: _____ School Year: _____

The Summative Performance Assessment will be divided into two main sections. The first section will note the attributes of the superintendent and include specific standards for evaluation. These standards are aligned to the expectations as set forth by DESE. The second section is designed to capture information and data related to the established areas of focus or goals.

Based on the following summary information related to the major responsibilities of the superintendent, please complete the following assessment reflecting your opinion of performance related to each section and associated standards. Mark the appropriate rating in the assessment column. If any area of performance merits particular praise or if performance is deficient in some area, provide supporting information and details in the appropriate comment sections.

Major Responsibilities for the Superintendent of Schools:

- Works for and is directly responsible to the Board of Education.
 - Serves as the Chief Executive Officer of the district.
- Provides support, direction and leadership for the BOE in its planning, policymaking and governance functions.
- Assures that the programs and operations of the district are carried out in accordance with the goals and purposes of the district and in a quality manner; functions effectively in a fluid political and educational environment that includes a multiplicity of demands, while maintaining a high degree of patron satisfaction and service.

Ratings:

E = Exceeds* = Performance exceeds expectations

M = Meets* = Performance meets expectations

NI = Needs Improvement* = Performance is lacking or inconsistent

DNM = Does Not Meet Expectations* = Performance expectations have not been met

**Board of Education expectations will reflect the overall experience level of the Superintendent.*

I. ATTRIBUTES OF THE SUPERINTENDENT

Standards	E	M	NI	DNM
A. Comprehensive Planning and Governance (correlates to DESE Standard 1)				
<i>Assists the Board of Education in developing vision/mission, goals and strategies to carry out the purposes of the district. Provides leadership and vision in this capacity. Works effectively with the Board of Education. Provides appropriate information, suggestions and options to BOE. Effectively implements policies and direction set by BOE action.</i>				
Comments:				
B. Management of the School District (correlates to DESE Standard 3)				
<i>Prepares proposed budget for approval by the Board of Education; monitors monthly financial statements and ensures operations of the district within budget. Coordinates facility and business operations in an efficient and effective manner. Delegates authority to appropriate staff members.</i>				
Comments:				
C. Student Educational Progress and Outcomes (correlates to DESE Standards 2 and 6)				
<i>Anticipates needs and monitors curriculum and instruction to lead continuous improvement. Uses data to guide systemic changes to ensure excellence in all schools and for all children. Centers on applying research and best practices, especially with respect to educational diversity.</i>				
Comments:				
D. Leadership for Operation of District Programs (correlates to DESE Standards 2, 3, and 6)				
<i>Provides leadership, allocates resources and assures monitoring of district programs with an overall emphasis on continual improvement. Responsible for hiring, professional development and growth, supervision, evaluation, discipline and termination of all employees. Organizes staff in a manner to effectively achieve district programs and educational goals.</i>				
Comments:				

Standards	E	M	NI	DNM
E. Community/External Relations (correlates to DESE Standards 4, 5, and 6)				
<i>Provides and assures an effective voice for the district. Acts as a strong advocate for public education. Maintains an effective liaison with media and other community organizations and businesses. Provides for and delivers a high degree of customer service to district patrons. Effectively responds to concerns of the community.</i>				
Comments:				
F. Staff/Internal Relations (correlates to DESE Standards 3, 4, and 6)				
<i>Establishes productive relationships with administrators, teachers, staff members and teacher associations. Communicates effectively to internal audiences about district information and issues. Provides professional advice to the Board during the Meet and Confer process. Participates in salary and welfare issues as determined by the Board. Leads to develop a positive, productive district culture.</i>				
Comments:				
G. Professional and Personal Qualities (correlates to DESE Standards 5 and 7)				
<i>Maintains a high profile in professional associations and their activities. Continues to strive to improve in all facets of professional development. Personal and professional behavior imparts a high standard of performance and ethics in all personnel, district business and community matters.</i>				
Comments:				
H. Adaptability (correlates to DESE Standards 3, 4, and 6)				
<i>Demonstrates the ability to adapt to changing situations and needs of stakeholders. Is responsive to unforeseen situations and circumstances. Communicates effectively with Board members during these situations. Plans to address the situations appropriately and in a timely manner.</i>				
Comments:				

II. ATTAINMENT OF GOALS

Areas of Focus or Goals for Evaluation Period	Met	Not Met	Comments

Overall Rating for this Evaluation Period:	E	M	NI	DNM
Taking all of the above performance factors into consideration how would you rate the overall performance of the superintendent during this evaluation period?				

Superintendent's signature does not necessarily indicate concurrence; indicates only that the document has been reviewed.

Board of Education President: _____ Date: _____

Superintendent: _____ Date: _____

**Ladue School District
Performance Improvement Assistance Plan (PIAP)**

**The following plan is developed to assist staff members with performance concerns by
outlining focused improvement areas.**

Superintendent

Date

School Year

TARGETED CRITERIA:

IMPROVEMENT OBJECTIVES:

PROCEDURES FOR ACHIEVING OBJECTIVES:

Superintendent will:

Board of Education will:

ASSESSMENT METHODS AND DATE(S):

SUMMARY AND/OR COMMENTS:

Signatures indicate information has been discussed.
Copies are provided to all parties and sent to the Human Resources Department.

Plan developed and implemented:

Superintendent

Board President

Date

Date

Plan revised (if applicable):

Superintendent

Board President

Date

Date

Alternative plan developed (if applicable):

Superintendent

Board President

Date

Date

Plan achieved:

Superintendent

Board President

Date

Date

Addison Central School District

**SUPERINTENDENT
EVALUATION PROCESS**

Contents

Overview of Superintendent Evaluation Process

 Superintendent Goal Setting

 Rating the Superintendent's Performance against Standards

Guidance for Conducting the Evaluation Process

 Step 1: Superintendent's Self-Assessment

 Step 2: Analysis, Goal Setting, and Superintendent Plan Development Meeting

 Step 3: Plan Implementation and Collection of Evidence

 Step 4: Summative Evaluation and Report

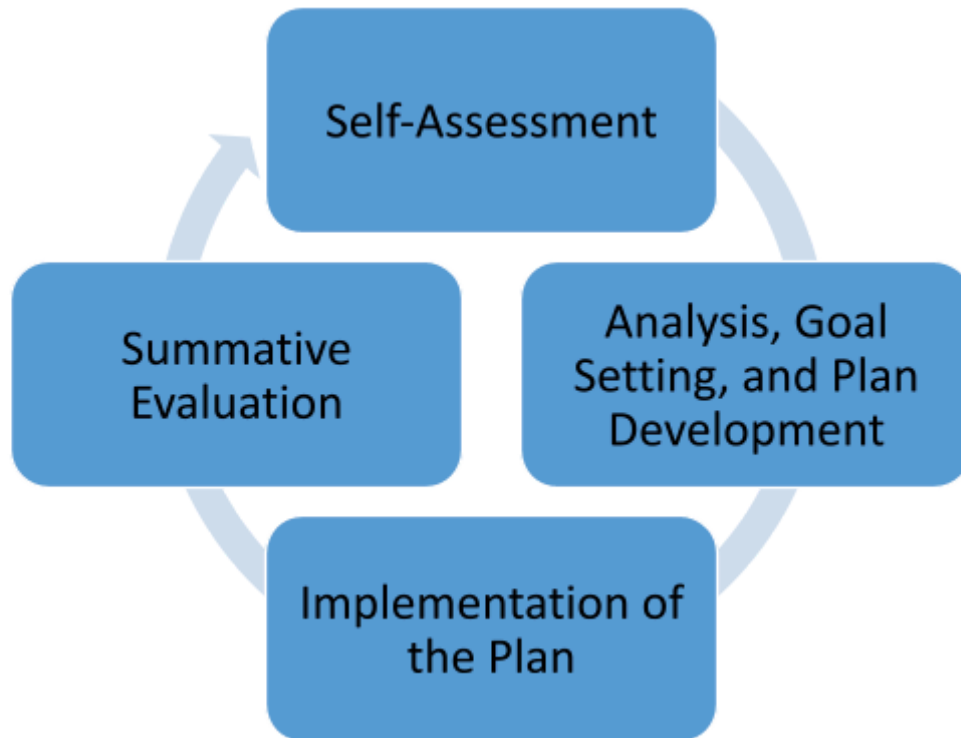
Superintendent Summative Evaluation Report

Superintendent's Performance Goals

Standards and Indicators of Effective Superintendent Leadership Rubrics

The Superintendent Evaluation Overview

The ACSD Superintendent Evaluation Process is based on the ISLCC Standards for Leadership adopted by the state of Vermont. It follows a four-step process of evaluation to provide a comprehensive evaluation of the superintendent. The figure below represents this process:



Step 1: Superintendent's Self-Assessment

September

The superintendent conducts a self-assessment using the performance standards and other relevant evidence. Based on that assessment, the superintendent identifies at least two goals to propose to the school board: one related to improving his or her own professional practice and one related to district improvement.

Step 2: Analysis, Goal Setting, and Plan Development

September

The school board and superintendent review the proposed goals, key strategies, and benchmarks of progress.

Step 3: Plan Implementation and Collection of Evidence **February**

The superintendent implements the Superintendent's Plan, with assistance from the school board, as appropriate; school board members and the superintendent individually collect evidence of progress on goals and performance against the Standards.

Step 4: Summative Evaluation Reports

March

The superintendent prepares a Summative Report on progress toward each goal and performance against the Standards. The Executive Committee completes a performance review and Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards.



Standards-Based Superintendent Evaluation

The superintendent will be evaluated according to standards of practice reflected in the ISLCC standards adopted by the State of Vermont. The rubric will utilize the following performance indicators: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for leaders regionally or statewide.
- *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is on track to achieve proficiency within three years.

Unsatisfactory performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.



The Superintendent Evaluation Process Specifics

Step 1: Superintendent's Self-Assessment

1. The superintendent completes the self-assessment.

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and Indicators. The superintendent examines a wide range of evidence and consults with the district's administrative leadership team of district administrators and principals and others.

2. The superintendent identifies professional practice goals.

The superintendent uses the self-assessment to identify goals to propose to the school board. For each goal, the superintendent identifies key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The superintendent drafts two to four district improvement goals.

In consultation with others, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out board perceptions of district needs and priorities in advance of drafting district improvement goals.

Step 2: Analysis, Goal Setting, and Superintendent Plan Development

1. The superintendent and school board review the rubric.

The superintendent and Board review the rubric that describes the Standards and Indicators for effective superintendent practice at four levels of performance. The purpose of this joint review is to help the superintendent and school board members clarify roles, responsibilities, and expectations.

The focus of the rubric review is on the elements within each indicator. In collaboration with the superintendent, the Board asks and answers the following questions:

- Are any revisions to the elements necessary to reflect the local district context?
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the superintendent? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the board in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the performance review, the chair or superintendent should make appropriate annotations on the Summative Evaluation Report to reflect the decisions made.

Step 3: Plan Implementation and Collection of Evidence

1. The superintendent implements the plan.

The superintendent, in collaboration with the school board, implements the plan.

2. The superintendent and school board members individually collect evidence.

Superintendent. The superintendent collects evidence described in the plan and other relevant evidence from observations and artifacts of practice and other relevant data.

School Board. The ACSD board reviews evidence described in the plan and other relevant evidence.

Examples of the evidence that may be most useful for superintendents and/or board members to collect may include:

- End-of-cycle reports on progress made on the goals
- School board agendas, materials, and minutes
- Observations of the superintendent “in action” at school board meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Samples of leadership team agendas the superintendent selects
- Reports about student and staff performance

Step 4: Summative Evaluation and Report

1. The superintendent submits a Summative Progress Report.

The superintendent prepares and submits to the Executive Committee an assessment of:

- Progress on the goals
-

- Performance on each of the standards

2. The Board prepares a Summative Evaluation Report.

The Board reviews the evidence and report prepared by the superintendent as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals
- A rating of the superintendent's performance on each of the Standards
- An overall rating of the superintendent's performance

3. The Executive Committee Chair drafts a Summative Evaluation Report.

The school board chair compiles the Summative Evaluation Reports compiled by each member of the school board and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The Executive Committee adopts a final Summative Evaluation Report.

At a regular or special meeting of the Board, the superintendent and Board discuss the report. The Board adopts a Summative Evaluation Report.

Superintendent's Self-Assessment: Performance Standards (Superintendent: September)

Self-Assessment on Performance Standards

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsa tisfa ctory	Need s Impr ove ment	Profi cient	Exe mpla ry
Standard I: Instructional Leadership	☐	☐	☐	☐
Rationale:				
Standard II: Management and Operations	☐	☐	☐	☐
Rationale:				
Standard III: Family and Community Engagement	☐	☐	☐	☐
Rationale:				
Standard IV: Professional Culture	☐	☐	☐	☐
Rationale:				

Superintendent's Performance Goals
(Superintendent: September)

Professional Practice	
1	
District Improvement	
2	
3	
4	

Summative Evaluation Report (Board: February/March)

Superintendent:	_____	_____	_____
Evaluator:	_____	_____	_____
	Name	Signature	Date

Step 1: Assess Progress toward Goals

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Standard I: Instructional Leadership	☐	☐	☐	☐
	Standard II: Management and Operations	☐	☐	☐	☐
	Standard III: Family and Community Engagement	☐	☐	☐	☐
	Standard IV: Professional Culture	☐	☐	☐	☐

Summative Evaluation Report

(Board: February/March)

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Add Evaluator Comments

Comments:

Summative Evaluation Report: Superintendent's Goals (Superintendent: February)

Description		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		☐	☐	☐	☐	☐
District Improvement						
2		☐	☐	☐	☐	☐
3		☐	☐	☐	☐	☐
4		☐	☐	☐	☐	☐

Superintendent's Performance Rating for Standard I: Instructional Leadership (Superintendent: February)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	☐	☐	☐	☐
Overall Rating for Standard I	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| ☐ Goals progress report | ☐ Analysis of staff evaluation data | ☐ Relevant school board meeting agendas/materials |
| ☐ Analysis of classroom walk-through data | ☐ Report on educator practice and student learning goals | ☐ Analysis of leadership team(s) agendas and/or feedback |
| ☐ Analysis of district assessment data | ☐ Student achievement data | ☐ Protocol for school visits |
| ☐ Sample of district and school improvement plans and progress reports | ☐ Analysis of student feedback | ☐ Other: _____ |
| | ☐ Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations (Superintendent: February)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school board policies, collective bargaining agreements, and ethical guidelines.	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	☐	☐	☐	☐

Overall Rating for Standard II	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports
- ☐ Relevant school board meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement (Superintendent: February)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	☐	☐
Overall Rating for Standard III	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions
- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school board presentations and minutes
- ☐ Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture (Superintendent: February)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	☐	☐	☐	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	☐	☐	☐
Overall Rating for Standard IV	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| ☐ Goals progress report | ☐ Sample district and school newsletters and/or other communications | ☐ Analysis of survey results from parent and/or community stakeholders |
| ☐ Participation rates and other data about school and district family engagement activities | ☐ Analysis of school improvement goals/reports | ☐ Relevant school board presentations and minutes |
| ☐ Evidence of community support and/or engagement | ☐ Community organization membership/participation/contributions | ☐ Other: _____ |

Appraisal of the Superintendent of Lincoln Public Schools

SUPERINTENDENT EVALUATION ACTION TIMELINE

2022-23

One of the most important responsibilities of the Lincoln Board of Education is the evaluation of the Superintendent of Schools. To facilitate the effective and efficient evaluation of the Superintendent, the Board will utilize an annual evaluation timeline except for the first year of employment.

Following the Board reorganization meeting each year and before August 15, the Board president should establish the timeline for the Superintendent's evaluation, including deadlines for the following:

1. The date of the preview of the evaluation tool and process with the Superintendent.
2. The date the Superintendent's input is due to the Board president.
3. The date the Superintendent's input is shared by the Board president with Board members.
4. The date the Board members' completed evaluation tools are due to the Board president.

The Board president should present the Superintendent's annual evaluation in a regularly scheduled Board meeting no sooner than March 1 and no later than April 30.

The second reading of the Superintendent's evaluation should be held prior to the Board's reorganization meeting.

Any changes to the evaluation tool and/or process must be approved by the Board prior to the beginning of the next evaluation period, unless otherwise determined.

During the first year of employment, the Superintendent will be evaluated twice, and the Board president should establish the evaluation calendar.

All listed dates and timelines herein are guidelines only, need not be followed, and may be modified or altered at the discretion of the Board President as deemed appropriate or as circumstances demand. At a minimum, the Board evaluation shall be based upon actual observation of the Superintendent's performance at one full board meeting or at another functionally equivalent activity or event. Performance deficiencies, means for correction and timelines for implementing suggestions for improvement should be included in written documentation. Current Board members should annually discuss and review the Superintendent evaluation policies and procedures and train any new Board members on same within a reasonable time after taking office.

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a $\sqrt{}$ in the column of the appropriate ranking for each goal. MET = Meets District Expectations, UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Unmet" must be accompanied by written documentation.

SECTION A: RELATIONSHIP WITH THE BOARD	MET	UNMET	COMMENTS
Provides regular updates regarding district matters.			
Provides appropriate and timely notification of matters of importance, including significant media contacts with district personnel and other newsworthy district activities, reports, and incidents.			
Is responsive to board member questions and/or concerns.			
Provides appropriate meeting materials and background information.			
Assists in development, recommendation, and administration of policies.			
Works in conjunction with the board to establish annual goals and priorities.			
Implements meeting responsibilities by preparing the agenda, attending and participating in Board meetings, serving as ex-officio member of all committees, and offering professional guidance, recommendations, or assistance.			
Additional Comments:			

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a ✓ in the column of the appropriate ranking for each goal. MET = Meets District Expectations, UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Unmet" must be accompanied by written documentation.

SECTION B: COMMUNITY RELATIONS	MET	UNMET	COMMENTS
Projects a positive image of the school district and elicits respect within the school communities and amongst peers.			
Develops and maintains effective-media relations.			
Meet with district stakeholders/interest groups to encourage collaborative relationships.			
Communicates effectively with the community.			
Additional Comments:			

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a ✓ in the column of the appropriate ranking for each goal. MET = Meets District Expectations, UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Unmet" must be accompanied by written documentation.

SECTION C: SUPERINTENDENT/STAFF RELATIONSHIPS	MET	UNMET	COMMENTS
Communicates effectively with staff regarding current and emerging trends in education, programs, procedures, and policies.			
Ensures evaluation of personnel will be consistent with policies and law.			
Effectively delegates responsibility and authority.			
Recognizes staff for contributions towards the improvement of educational outcomes.			
Recruits and develops proficient/high-achieving staff.			
Promotes collaborative relations with employee labor groups.			
Visits buildings and programs on a regular basis.			
Additional Comments:			

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a √ in the column of the appropriate ranking for each goal. MET = Meets District Expectations, UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Unmet" must be accompanied by written documentation.

SECTION D: BUSINESS AND FINANCE	MET	UNMET	COMMENTS
Ensures ample opportunities for board and staff input.			
Ensures thorough financial controls/audits.			
Ensures the alignment of district resources to strategic priorities.			
Ensures the board is informed on current funding/financial issues.			
Additional Comments:			

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a ✓ in the column of the appropriate ranking for each goal. MET = Meets District Expectations, UNMET = Does Not Meet District Expectations. Please note: Any goal marked as "Unmet" must be accompanied by written documentation.

SECTION E: PERSONAL AND PROFESSIONAL CONDUCT	MET	UNMET	COMMENTS
Keeps the focus on student learning.			
Regularly evaluates all primary components of a growing and evolving district.			
Promotes cultural competency.			
Continues to learn and improve as a leader through professional development.			
Additional Comments:			

Please consider each specific Superintendent Leadership Goal or Job Target below in relationship to the performance of the Superintendent, including leadership of the executive team. Place a ✓ in the column of the appropriate ranking for each goal. Please note: Any goal marked as “Unmet” must be accompanied by written documentation. These goals/job targets should be reviewed annually at a Board Retreat. The Board notes that meeting some of the specific dates is not solely within the Superintendent’s control.

SECTION F: LEADERSHIP GOALS/JOB TARGETS	MET	UNMET	COMMENTS
1.			
2.			
Additional Comments			

Name: _____

Please complete appraisal instrument and return to the Board President _____