

Performance Levels:

The following designations will be used to indicate the progress of a superintendent toward the seven standards and their indicators:

Exemplary: Exceeds the standard

Accomplished: Meets the standard

Developing: Makes growth toward meeting the standard

Growth Required: Area(s) required to be addressed in the Professional Growth Plan

Superintendent Summative Evaluation <i>Click here to enter year.</i>				
Standard	Exemplary	Accomplished	Developing	Growth Required
<p>1. <u>Strategic Leadership</u> The superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student who graduates from high school is globally competitive in postsecondary education and the workforce, and is prepared for life in the 21st century.</p> <p>The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence <i>Click here to enter text.</i></p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence Mr. Smith has proven leadership qualities in this area by focusing on academic rigor, school community culture change and consistent commitment to excellence from his administrative team and all stakeholders.</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence <i>Click here to enter text.</i></p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence <i>Click here to enter text.</i></p>
<p>2. <u>Instructional Leadership</u> The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence Mr. Smith has taken a personal stake in working directly with instructional coaches in the district to focus on improving classroom practice - specifically,</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence</p>	<p style="text-align: right;">☐</p> <p>Comments/Evidence</p>

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
		<p>helping coaches gain a better working knowledge the metacognitive classroom and establishing a coaching cycle. Mr. Smith's leadership in this area has been crucial to teachers raising the expectations of themselves and our students. Continue to encourage coaches to develop partnerships with teachers to improve classroom practices.</p>		
<p>3. Cultural Leadership The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools.</p> <p>The superintendent understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.</p>	<p>Comments/Evidence <input type="checkbox"/></p>	<p>Comments/Evidence <input type="checkbox"/> As evidenced by a number of online ILP evidence archives, Mr. Smith has consistently concentrated his time and efforts on getting to know our school community as well as the community at large. These connections will become crucial as we move forward in our work on providing exceptional educational</p>	<p>Comments/Evidence <input type="checkbox"/></p>	<p>Comments/Evidence <input type="checkbox"/></p>

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
		<p>opportunities for our students. Another important example of cultural leadership is the missioning/visioning process recently completed that will focus our future work.</p>		
<p>4. Human Resource Leadership The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff.</p> <p>The superintendent uses distributed leadership to support teaching and learning, plans professional development and engages in district leadership succession planning.</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence Mr. Smith has been strategic in this area by putting the "right people in the right places." The change in faculty/staff culture clearly shows that our staff has confidence in his leadership and fairness. He is very methodical in approaching problematic issues and maintains focus on our journey to excellence. As budgets continue to tighten, leadership in this area will need to</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>	<p align="right"><input type="checkbox"/></p> <p>Comments/Evidence</p>

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
	evolve through creative & collaborative problem-solving so that we continue to budget conservatively while, at the same time, ensuring the needs of all students.			
<p>5. <u>Managerial Leadership</u> The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.</p>	Comments/Evidence <input type="checkbox"/>	Comments/Evidence <input type="checkbox"/> Mr. Smith is methodical in approaching problematic and potentially problematic issues and maintains focus on two things: 1) Is this best for students? 2) How will this help us be better?He has also developed several processes for ensuring that the work gets done and that board policy is being followed. Continue to develop processes in all areas of district and school functioning, as this will allow for a common understanding of expectations.	Comments/Evidence <input type="checkbox"/>	Comments/Evidence <input type="checkbox"/>
<p>6. <u>Collaborative Leadership</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent Summative Evaluation *Click here to enter year.*

Standard	Exemplary	Accomplished	Developing	Growth Required
<p>The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision.</p> <p>Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders and business representatives to participate with their investments of resources, assistance and goodwill.</p>	<p>Comments/Evidence Mr. Smith has been instrumental in forming partnerships with the river city school districts (Ludlow, Covington, Newport & Dayton) and Gateway to provide early college opportunities for our students. He and his team also maintain ongoing collaborative learning with districts throughout our region in order to share ways to improve educational practice. This is a definite area of strength!</p>	<p>Comments/Evidence</p>	<p>Comments/Evidence</p>	<p>Comments/Evidence</p>
<p>7. Influential Leadership The superintendent promotes the success of teaching and learning by understanding, responding to and influencing the larger political, social, economic, legal, ethical and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies and goals to ensure the academic success for all students.</p>	<p>Comments/Evidence <input type="checkbox"/></p>	<p>Comments/Evidence <input type="checkbox"/> The best example of Mr. Smith's positive influence is his blogs. Those have influence the thoughts and opinions of others about our district and the direction in which we're headed. He has had a positive impact on students, staff and our community.</p>	<p>Comments/Evidence <input type="checkbox"/></p>	<p>Comments/Evidence <input type="checkbox"/></p>

Overall Comments:

Comments and scoring are based on board member observations and Mr. Smith's self evaluations throughout the 2014-15 school year as well as from the 67 pieces of evidence within Mr. Smith's online ILP.

Board Chair
Date: _____

Superintendent
Date: _____