








Board Relations

| | | | | | |
|--|---|---|--|--|--|
| Superintendent shall make recommendations for curriculum and class offerings which are based on thorough research and study and data analysis. | Is unaware of best practices and current research and does not present data or information as a basis for recommendations. | Makes recommendations for course and class changes with minimal supporting data and supportive information. | Is aware of best practices and uses research findings to make recommendations for curricular or class offerings. | Consistently provides rationale for curriculum and class changes which includes current student data, statistical analysis, and supporting research. |  |
| Superintendent appropriately interprets and executes the intent of board policy and advises the board on policies that affect decision making and are relevant to board function. Advises on policy changes. | Makes decisions without regard to adopted policy. | Provides recommendations for policy adoption. Sometimes follows policy as written. | Is actively involved in the development, recommendation, application and administration of district policy. | Is proactive in the determination of district needs and policy priorities. Consistently follows board policy. |  |
| Superintendent shall create and maintain a professional and teamwork relationship with the Board. | Works independently without seeking input. Doesn't facilitate cooperative relationship among members. Is confrontational when questioned. | Does not actively promote/support group decision-making seeking instead to create factions. Displays inappropriate outbursts. | Participates with board members to address issues. Supports the group's decisions. | Encourages a climate of teamwork, works to create and maintain a harmonious working relationship among the board. |  |
| Superintendent shall respond to all board questions in a timely and thorough manner. Communications are relayed to all board members. | Board questions aren't fully answered and some information may be incorrect. Information is shared with selected members of the board. | Board questions are answered. All members aren't apprised of all relevant questions/answers. | Board questions are addressed with occasional follow-up to members. | Board questions are answered thoroughly with communication to all members to ensure understanding. |  |






Business and Finance

| | | | | | |
|---|---|---|--|--|---|
| Superintendent shall provide a monthly report about budgetary and financial information. Discussion shall occur. | Superintendent is not current on budget information and defers to business manager. Budget information is not shared. | Budget information is based on information known at the beginning of the year. Discussion does not occur. | Budget recommendations are reactive. Budget is revised as needed. | Budget recommendations are proactive, timely and using most current data. All information is shared. |  |
| Superintendent shall recommend budget revisions and those revisions shall be communicated to each board member. | The budget is not revised during the fiscal year. | Budget revisions occur only when necessitated by emergency events. | Quarterly budget revisions are recommended based on changes in fiscal information. | Budget revisions are recommended whenever conditions appear to warrant timely intervention. Board is given detailed explanation and included in discussion. |  |
| Superintendent shall generate a plan and strategy to pursue grant money for district programs. | Grant opportunities are ignored. | Listing of grant opportunities is developed. Opportunities are not pursued. | Develops listing of grant opportunities and makes application for grant money. | Researches, applies for and obtains grant money to support programs and enhance district opportunities. |  |
| Superintendent shall inform board, staff, parents and community as to how the district has addressed, is addressing and will address funding shortfalls. | Ignores funding shortfalls exist. Does not keep the board, staff and community informed. | Acknowledges funding shortfalls. | Presents data on current budget. Provides explanation of past practice and steps being taken. | Addresses funding shortfalls. Presents a plan of action. Includes board, staff and community in decision making process. |  |
| Superintendent shall attend and hold open discussions at faculty meetings, PTA/PTO meetings and other community groups to clarify budgetary concerns, shortfalls and options. | School community and public are uninformed about budget status. No public meetings are attended. | School community and public receive budget data. Explanations and discussions are at a minimum. | Budget information is shared with PTA/PTO groups, faculty and advisory council. Parents are permitted questions. | Open forums with school and community groups are held detailing budget status. Public input is solicited and budget status is clearly defined with options and explanations. |  |

Communication and Community Relations

| | | | | | |
|---|--|---|---|--|---|
| Superintendent shall be visible and approachable by members of the community and shall attend most school events. | Superintendent attends no extra-curricular or after school activities or events. | Attends some events or activities, but is not approachable. | Attends, is visible and visits with community at some events. | Is visible and approachable by members of the community. Attends most events. |  |
| Superintendent shall be present within each building on a monthly basis to build relationships with students and staff. | Does not visit buildings. | Visits building and meets with parents and/or staff only in emergency situations. | Plans and participates in regularly scheduled visits to schools. | Visits each school monthly, engaging students and staff during such visits. |  |
| Superintendent shall develop collaborative relations with local businesses and industry. | Doesn't seek or have relations with the local business community. | Responds to requests from the business community, but doesn't seek to establish a collaborative relationship. | Invites business and industry leaders to attend school functions. | Seeks collaborative relations with business and industry to enhance student opportunities and school curriculum. |  |

Educational Leadership

| | | | | | |
|---|--|---|--|---|---|
| Superintendent shall place students and improving their achievement as the top priority. Budget decisions reflect this. | Student achievement is not the priority. Budget is the driving force in all decisions.. | Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority. | Student achievement is important and is reflected in curriculum and staffing proposals. | All decisions focus on improving student achievement. Budget reflects importance and data and research are the basis for decisions. This priority is communicated to the public. |  |
| Superintendent shall demonstrate knowledge and understanding of current issues and communicates these with others. | Is unaware of current issues and trends in education. Cannot or does not convey essential information. | Isn't completely knowledgeable regarding current issues. Relies on others for communicating information/data. | Is a competent administrator and understands the issues that face the district. | Demonstrates knowledge and comfort with current issues. Willingly and easily communicates with others. Works to inform and educate the public. |  |
| Superintendent evaluates data and utilizes staff input to make curricular, staffing and comprehensive plan decisions. | Is not engaged in curriculum assessment, design or implementation. | Makes changes in staffing, curriculum and and plan decisions with little input from building principals or data support. | Emphasizes adapting the curriculum to state requirements. Data and principal input is considered. | Supervises the development of a modern curriculum that's aligned with state and national requirements. Encourages staff and data input in decision making process. |  |
| Superintendent utilizes current research and best practices to facilitate the development of short and long term goals. | No goal setting occurs. Is unaware of what best practices are. | May be aware of modern research and best practices, but implementation isn't a priority and goal setting is at a minimum. | Is aware of best practices and promotes others to use research findings to develop goals to improve student achievement. | Constantly seeks awareness and understanding of best practices and models these in leading goal setting for improved student achievement. Research and data are understood and included in the process. |  |
| Superintendent shall monitor and evaluate administrators'/principals' job performances and goal fulfillment. | Neither monitors nor evaluates job performance and goal fulfillment. | Monitors but does not evaluate job performance and goal fulfillment. | Monitors and evaluates job performance and goal fulfillment. | Consistently monitors and evaluates job performance and goal fulfillment. Provides guidance between formal evaluations. Adjusts goals as necessary to serve student needs and administrators'/principals' professional development. |  |