

Superintendent:



Evaluator:								
	Name Signature		Date					
Step 1: Assess Progress Toward Go	als (Complete page	3 first; check one fo	or each set of goal[s].)					
Professional Practice Goal(s)	☐ Did Not Meet ☐ Some Progress ☐ Significant Progress ☐			☐ Met [eded		
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress] Met 📗		Exceeded	
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress		et	☐ Exce	eded	
	<u> </u>							
Step 2: Assess Performance on Stan	dards (Complete pa	nges 4–7 first; then	check one box for each	Standa	rd.)			
Unsatisfactory = Performance on a standard or overall has below the requirements of a standard or overall and is consined in the requirement of a standard or overall and is consined in the requirement of a standard or overall and is consined in the requirement of a standard or overall and is considered in the requirement of a standard or overall has below the requirement of a standard or overall has below the requirement of a standard or overall has below the requirement of a standard or overall has below the requirement of a standard or overall has below the requirements of a standard or overall has below the requirements of a standard or overall has below the requirement of a standard or overall and is considered.	idered inadequate, or both. Indexide the requirement of the requireme	uirements of a standard or overa	all but is not considered to be	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
Standard I: Instructional Leadership								
Standard II: Management and Operati	ons							
Standard III: Family and Community E	ngagement							
Standard IV: Professional Culture								





Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)					
Unsatisfactory	Needs Improvement	☐ Proficient	Exemplary		
Step 4: Add Evaluator Comme					
	nded for any rating but are required for an over	rall summative rating of Exemplary, Ne	eds Improvement or Unsatisfactory.		
Comments:					



Superintendent's Performance Goals

improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.			Did Not Meet	Some Progress	Significant Progress		Exceeded	
Goals	Focus Indicator(s)	Descri	ption	Did	Son	Sig ₁	Met	Exc
Student Learning Goal								
Professional Practice Goal								
District Improvement Goal 1								
District Improvement Goal 2								
District Improvement Goal 3								
District Improvement Goal 4								
		Standards and Indicators for Effective tendents should identify 1-2 focus Indicators	· · · · · · · · · · · · · · · · · · ·					
I. Instructional L	-eadership	II. Management & Operations	III. Family & Community Engagement	nt IV. Professional Culture				
I-A. Curriculum		II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standar			rds	
I-B. Instruction	II-B. HR Management and Development III-B. Sharing Responsibility IV-B. Cultural Proficience		•	iency				
I-C. Assessment		II-C. Scheduling & Management	III-C. Communication	IV-C. Communications				
I-D. Evaluation			ıs Learnin	g				
I-E. Data-Informed Decision-m	naking	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision				
I-F. Student Learning		II-E. Fiscal Systems		IV-F. Managing Conflict				



Superintendent's Performance Rating for Standard I: Instructional Leadership

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	E
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. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				
I-F.	Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	of practice. Evide measures of stud	rning Indicator does ence of impact on st lent learning, growtl n determining a per	udent learning basen, and achievemen	ed on multiple t must be taken
	RALL Rating for Standard I: Instructional Leadership 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.				
Com	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ui</i>	nsatisfact	ory):		





Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)		NI	Р	E
 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. Focus Indicator (check if yes) 				
 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. Focus Indicator (check if yes) 				
 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. □ Focus Indicator (check if yes) 				
 II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Focus Indicator (check if yes) 				
 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. Focus Indicator (check if yes) 				
OVERALL Rating for Standard II: Management & Operations 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.				
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>	nsatisfacto	ory):		

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
 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. Focus Indicator (check if yes) 				
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.Focus Indicator (check if yes)				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)				
OVERALL Rating for Standard III: Family & Community Engagement 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.				
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Un</i>	nsatisfacto	ory):		



Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	Р	E
 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. Focus Indicator (check if yes) 				
 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. Focus Indicator (check if yes) 				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)				
 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. Focus Indicator (check if yes) 				
 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. Focus Indicator (check if yes) 				
 IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. Focus Indicator (check if yes) 				
OVERALL Rating for Standard IV: Professional Culture 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.				
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Ur	ısatisfacto	ory):		