

WSBA WYOMING STANDARDS SUPERINTENDENT EVALUATION

The Superintendent and Board of Education recognize the need to review the Superintendent's performance regularly.

Purpose of Evaluation

1. Determine the effectiveness of the Superintendent in achieving the goals of the district and adhering to job expectations.
2. Clarify responsibilities and expectations for the Superintendent.
3. Assure the Board that its policies are being implemented and followed.
4. Enhance the working relationship between the Board and the Superintendent.
5. Promote the professional development of the Superintendent.
6. Guide decisions relative to continued employment and compensation.

Desired Outcomes:

1. The Board and Superintendent model the value of performance assessments.
2. Communication between the Board and Superintendent is enhanced.
3. The performance of the Superintendent is documented.
4. Accountability is viewed as a key aspect of the district's continuous improvement efforts.

I. Instructions and timelines for completing the evaluation:

II. Rating Scale: Descriptions of performance levels for each category

III. Expectation Check: Performance on the responsibilities is appropriate.

Wyoming Standards for District Leaders

Given the critical influence of the leader on student achievement, Standard 1 shall be included in the evaluation of every leader, every year. All other standards shall be evaluated at least once every five years based on district priorities and the strengths and areas for growth for the leader being evaluated.

Standard 1 – Clear and Consistent Focus on Maximizing the Learning and Growth of All Students

Standard 2 – Instructional and Assessment Leadership

Standard 3 – Developing and Supporting a Learning Organization

Standard 4 – Vision, Mission, and Culture

Standard 5 – Efficient and Effective Management

Standard 6 – Ethics and Professionalism

Standard 7 – Communication and Community Engagement

| STANDARD 1 – CLEAR AND CONSISTENT FOCUS ON MAXIMIZING THE LEARNING AND GROWTH OF ALL STUDENTS <i>OVERALL RATING</i> _____ Benchmarks | Expectation Check |
|--|--------------------------|
| A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programming. | |
| B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time. | |
| C. Use multiple data measures appropriately within the technical limitations to monitor students’ progress toward learning objectives to improve instruction. | |
| D. Ensure a system of accountability for students’ academic success and career readiness. | |
| E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement. | |
| F. Lead the implementation of a high-quality student support and assessment system. | |
| G. Ensure high expectations for achievement, growth and equity in opportunities for all students. | |
| H. Work with staff to evaluate and use data to improve student achievement. | |
| COMMENTS: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |

STANDARD 2 – INSTRUCTIONAL AND ASSESSMENT LEADERSHIP

OVERALL RATING _____

Expectation Check

Benchmarks

A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.

B. Work collaboratively to implement a common instructional framework that:

a) Aligns curriculum with teaching, assessment, and learning AND

b) Guides teacher conversation, practice, observation, evaluation, and feedback.

C. Recognize a full range of pedagogy and monitor the impact of instruction.

D. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.

E. Promote the effective uses of technology to support teaching and learning.

F. Ensure the use of formative assessment data to inform instruction.

COMMENTS:

STANDARD 3 – DEVELOPING AND SUPPORTING A LEARNING ORGANIZATION

OVERALL RATING _____

Benchmarks

Expectation Check

A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.

B. Have a solid understanding of adult learning and ensure that all adults have the knowledge and skills necessary to promote student success.

C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.

D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.

E. Lead the evaluation of new and existing programs as part of a continuous improvement process.

F. Cultivate the competency, opportunities, and encouragement for teacher leadership across the district community.

G. Facilitate high functioning groups of faculty and staff.

COMMENTS:

STANDARD 4- VISION, MISSION, AND CULTURE

OVERALL RATING _____

Benchmarks

Expectation Check

A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student.

B. Articulate, promote, and develop core values that establish the district’s cultural climate and emphasize the importance of academic success, student-directed education, expectations of high achievement with appropriate supports, within an environment that is equitable, inclusive, socially just, open, caring, and trustworthy.

C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

D. Collaboratively evaluate the mission and vision, renewing them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

COMMENTS:

STANDARD 5- EFFICIENT AND EFFECTIVE MANAGEMENT

OVERALL RATING _____

Benchmarks

Expectation Check

A. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.

B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.

C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.

D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).

E. Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with district goals to support learning for all students.

F. Ensure that the district functions within the legal and regulatory parameters at the federal, state, and local levels, and articulate the expectation that all staff and students do the same.

COMMENTS:

STANDARD 6- ETHICS AND PROFESSIONALISM

OVERALL RATING _____

Benchmarks

**Expectation
Check**

A. Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.

B. Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.

C. Significantly contribute to district and state initiatives.

D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.

COMMENTS:

STANDARD 7 – COMMUNICATION AND COMMUNITY ENGAGEMENT

OVERALL RATING _____

| Benchmarks | Expectation Check |
|--|--------------------------|
| A. Advocate and effectively communicate with a range of stakeholders, from administrators, support staff, students and teachers to parents and members of the larger community, including media, to advance the organization’s vision and mission. | |
| B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for district goals. | |
| C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students. | |
| D. Demonstrates leadership attributes of being easily approachable, available, and inviting to students, staff, and community. | |
| E. Intentionally elicits and considers improvement ideas from outside the school system, but still within the community. | |
| <p>COMMENTS:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |

Evaluation Summary

Achievements:

Areas of Strength:

Opportunities for Growth:

Performance Goal # 1:

The superintendent will:

Evidence needed to measure achievement and/or progress:

Performance Goal # 2:

The superintendent will:

Evidence needed to measure achievement and/or progress:

Performance Goal # 3:

The superintendent will:

Evidence needed to measure achievement and/or progress:

Board Comments

Superintendent Comments

Period of Evaluation: _____ to _____

Board Chairman Signature _____ Date _____

Superintendent Signature _____ Date _____