



## **SUPERINTENDENT EVALUATION FORM**

This sample evaluation instrument focuses on superintendent performance on expectations set by the board. The ten categories are from the Professional Standards for Educational Leaders. The ones listed in this sample are a portion from the full list provided in the standards.

Each district should develop its own expectations under each category. The superintendent and board will need to agree on what evidence will be provided to assure the board that the expectations in each category have been met.

**SCHOOL DISTRICT  
SUPERINTENDENT EVALUATION  
DATE**

**Standard 1: MISSION, VISION, AND CORE VALUES**

*The superintendent will:*

- Develop an education mission for the school to promote that academic success and well-being of each student.
- In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child—centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

*Evidence to support board expectations:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Instruction:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_  
\_\_\_\_\_  
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**Standard 2: ETHICS AND PROFESSIONAL NORMS**

***The superintendent will:***

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student’s academic success and well-being.

***Evidence to support board expectations:***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Instruction:**

- |       |   |
|-------|---|
| ____4 | Excellent performance, exceeds expectations         |
| ____3 | Satisfactory performance, meets expectations        |
| ____2 | Needs improvement, performance is inconsistent      |
| ____1 | Unsatisfactory performance, needs major improvement |

Comments: \_\_\_\_\_

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**Standard 3: EQUITY AND CULTURAL RESPONSIVENESS**

***The superintendent will:***

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

***Evidence to support board expectations:***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Organization & Facilities:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_

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**Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT**

*The superintendent will:*

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

*Evidence to support board expectations:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Connecting with the Community:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_

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**Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS**

***The superintendent will:***

- Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

***Evidence to support board expectations:***

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- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Ethics:**

- |       |   |
|-------|---|
| ____4 | Excellent performance, exceeds expectations         |
| ____3 | Satisfactory performance, meets expectations        |
| ____2 | Needs improvement, performance is inconsistent      |
| ____1 | Unsatisfactory performance, needs major improvement |

Comments: \_\_\_\_\_

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**Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL**

***The superintendent will:***

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

***Evidence to support board expectations:***

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- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Social and Political Environments:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_

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**Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF**

*The superintendent will:*

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

*Evidence to support board expectations:*

- \_\_\_\_\_
- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Social and Political Environments:**

- |       |   |
|-------|---|
| ____4 | Excellent performance, exceeds expectations         |
| ____3 | Satisfactory performance, meets expectations        |
| ____2 | Needs improvement, performance is inconsistent      |
| ____1 | Unsatisfactory performance, needs major improvement |

Comments: \_\_\_\_\_

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**Standard 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY**

*The superintendent will:*

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

*Evidence to support board expectations:*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Social and Political Environments:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_

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**Standard 9: OPERATIONS AND MANAGMENT**

***The superintendent will:***

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their processional capacity to address each student’s learning needs.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

***Evidence to support board expectations:***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Social and Political Environments:**

- \_\_\_\_4      Excellent performance, exceeds expectations
- \_\_\_\_3      Satisfactory performance, meets expectations
- \_\_\_\_2      Needs improvement, performance is inconsistent
- \_\_\_\_1      Unsatisfactory performance, needs major improvement

Comments: \_\_\_\_\_

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**Standard 10: SCHOOL IMPROVEMENT**

***The superintendent will:***

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

***Evidence to support board expectations:***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Rating for Social and Political Environments:**

- |       |   |
|-------|---|
| ____4 | Excellent performance, exceeds expectations         |
| ____3 | Satisfactory performance, meets expectations        |
| ____2 | Needs improvement, performance is inconsistent      |
| ____1 | Unsatisfactory performance, needs major improvement |

Comments: \_\_\_\_\_

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**Superintendent Evaluation – Summary**

Standard 1 (Mission, Vision, and Core Values) rating	_____
Standard 2 (Ethics and Professional Norms) rating	_____
Standard 3 (Equity and Cultural Responsiveness) rating	_____
Standard 4 (Curriculum, Instruction, and Assessment) rating	_____
Standard 5 (Community of Care and Support for Students) rating	_____
Standard 6 (Professional Capacity of School Personnel) rating	_____
Standard 7 (Professional Community for Teachers and Staff) rating	_____
Standard 8 (Meaningful Engagement of Families and Community) rating	_____
Standard 9 (Operations and Management) rating	_____
Standard 10 (School Improvement) rating	_____

- 4   Excellent performance, exceeds expectations**
- 3   Satisfactory performance, meets expectations**
- 2   Needs improvement, performance is inconsistent**
- 1   Unsatisfactory performance, needs major improvement**

Commendations:

Areas for Growth:

Superintendent’s Signature: \_\_\_\_\_Date:\_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Board President’s Signature: \_\_\_\_\_Date:\_\_\_\_\_