

TO: Don Owen, Superintendent
FROM: Peggy Patten & Anne Hall
RE: Superintendent Evaluation Written Instrument
DATE: September 5, 2018

DRAFT PENDING BOE APPROVAL

The following written superintendent evaluation instrument was developed with input from the Illinois Association of School Boards (IASB), reviewed by District legal counsel, & approved at the BOE meeting on September 4. It incorporates the “Professional Standards for Educational Leaders” which forms the basis of many of the evaluation tools we received from IASB. Members of the BOE will complete this form after you have rated each Standard & provided evidence to support each of the ten Standards below.

Read each of the ten Standards below. The Performance Indicators help to explain each Standard. In the space provided below each Standard, please rate your performance on each Standard & include evidence of how you have supported each Standard over the last 12 months. We are not asking for a comprehensive report of all work, but rather a summary of major efforts over the last 12 months that support each Standard. We prefer that you limit your summary of evidence to the space provided below each Standard.

To help us complete the evaluation process in a timely manner, please return your completed evaluation form **no later than September 21** to all of the members of the BOE.

**Superintendent Evaluation PART ONE:
Written Evaluation of Superintendent’s Performance on Professional Standards for Educational Leaders**

Standards 1-10 & Rating Scale:

DIRECTIONS

Rate each of the ten Standards below. The Performance Indicators provide background about each Standard. The BOE will complete this form after the Superintendent has provided evidence to support how each Standard is met.

Consider the time period of the last 12 months when determining your rating & summarizing evidence to support each Standard.

Rating Scale:

Description:

- | | |
|-------------------|----------------------------------|
| 4. Superior | Far exceeds Board expectations |
| 3. Excellent | Exceeds Board expectations |
| 2. Satisfactory | Meets Board expectations |
| 1. Unsatisfactory | Does not meet Board expectations |

STANDARD #1 – Mission, Vision, and Core Values

The superintendent develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Performance Indicators:

The superintendent:

- Develops an educational mission for the district to promote the academic success and well-being of each student.

- In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the district on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Articulates, advocates, and cultivates core values that define the district's culture and stresses the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develops, implements, and evaluates actions to achieve the vision for the district.

Evidence from superintendent to support board expectations of Standard 1:

Superintendent Rating for Standard #1: Mission, Vision, and Core Values (Rate 1-4 using descriptions above) _____

STANDARD #2 – Ethics and Professional Norms

The superintendent acts ethically and according to professional norms to promote *each* student's academic success and well-being.

Performance Indicators:

The superintendent:

- Acts ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the district's resources, and all aspects of district leadership.
- Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.

Evidence from superintendent to support board expectations of Standard 2:

Superintendent Rating for Standard #2: Ethics and Professional Norms (Rate 1-4 using descriptions above) _____

STANDARD #3 – Equity and Cultural Responsiveness

The superintendent strives for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Ensures that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- Recognizes, respects, and employs each student’s strengths, diversity, and culture as assets for teaching and learning.
- Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.

Evidence from superintendent to support board expectations of Standard 3:

Superintendent Rating for Standard #3: Equity and Cultural Responsiveness (Rate 1-4 using descriptions above) _____

STANDARD #4 – Curriculum, Instruction, and Assessment

The superintendent develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the district, embodies high expectations for student learning, aligns with academic standards, and are culturally responsive.
- Aligns and focuses 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.
- Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Evidence from superintendent to support board expectations of Standard 4:

Superintendent Rating for Standard #4: Curriculum, Instruction, and Assessment (Rate 1-4 using descriptions above) _____

STANDARD #5 – Community of Care and Support for Students

The superintendent cultivates an inclusive, caring, and supportive district community that promotes the academic success and well-being of *each* student.

Performance Indicators:

The superintendent:

- Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development...
- Infuses the learning environment with the cultures and languages of the school’s community.

Evidence from superintendent to support board expectations of Standard 5:

Superintendent Rating for Standard #5: Community of Care and Support for Students (Rate 1-4 using descriptions above) _____

STANDARD #6 – Professional Capacity of School Personnel

The superintendent develops the professional capacity and practice of district personnel to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff.
- Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develops 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.
- Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the district.

Evidence from superintendent to support board expectations of Standard 6:

Superintendent Rating for Standard #6: Professional Capacity of School Personnel (Rate 1-4 using descriptions above) _____

STANDARD #7 – Professional Community for Teachers and Staff

The superintendent fosters a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Performance Indicators:

The superintendent:

- Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Empowers and entrusts 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.
- Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.

Evidence from superintendent to support board expectations of Standard 7:

Superintendent Rating for Standard #7: Professional Community for Teachers and Staff
(Rate 1-4 using descriptions above) _____

STANDARD #8 – Meaningful Engagement of Families and Community

The superintendent engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Creates and sustains positive, collaborative, and productive relationships with families.
- Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engage its resources for the school.
- Advocates publicly for the needs and priorities of students, families, and the community.
- Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

Evidence from superintendent to support board expectations of Standard 8:

Superintendent Rating for Standard #8: Meaningful Engagement of Families and Community
(Rate 1-4 using descriptions above) _____

STANDARD #9 – Operations and Management

The superintendent manages school operations and resources to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.
- Is a responsible, ethical, and accountable steward of the district’s monetary and non- monetary resources, engaging in effective budgeting and accounting practices.

- Develops and manages productive relationships with the central office and school board.
- Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

Evidence from superintendent to support board expectations of Standard 9:

Superintendent Rating for Standard #9: Operations and Management (Rate 1-4 using descriptions above)

STANDARD #10 – School Improvement

The superintendent acts as an agent of continuous improvement to promote *each* student’s academic success and well-being.

Performance Indicators:

The superintendent:

- Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Evidence from superintendent to support board expectations of Standard 10:

Superintendent Rating for Standard #10: School Improvement (Rate 1-4 using descriptions above) _____

**Superintendent Evaluation PART TWO:
Survey of Superintendent Direct Reports on Climate & Relationship Health**

**Superintendent Evaluation PART THREE:
Superintendent's Goal & Focus Areas for 2018-19 to be presented at the Performance
Evaluation meeting with the BOE in late October.**

Please return the completed survey **no later than September 21** to all members of the BOE.
Questions should be directed to Peggy Patten, ppatten@usd116.org, 217-337-56668
Or to Anne Hall, ahall@usd116.org, 217-766-7356

DRAFT