

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

BOARD OF EDUCATION
AD-HOC COMMITTEE
SPECIAL MEETING NOTICE

RECEIVED
TOWN CLERK

2017 APR 20 P 1:35

NEW MILFORD, CT

DATE: April 24, 2017
TIME: 12:30 P.M.
PLACE: Lillis Administration Building Board Room

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. CALL TO ORDER
2. PUBLIC COMMENT

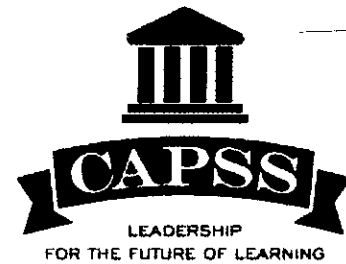
An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
 - B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.
3. DISCUSSION AND POSSIBLE ACTION
 - A. Superintendent Evaluation Process
 4. ADJOURN

Ad-Hoc Committee Members:
Robert Coppola
Bill Dahl
Tammy McInerney



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Assistance provided by LEAD Connecticut and the Connecticut State Department of Education

Success Strategies for Leadership Team Evaluation:

Board of Education and Superintendent of Schools

Approved by CABE and CAPSS - Spring 2016

CABE/CAPSS Evaluation Committee Members

CABE Representatives

Richard Murray, President

Donald Harris, Area 2 Director and Member of the Executive Committee

Robert Rader, Executive Director

Patrice McCarthy, Deputy Director and General Counsel

CAPSS Representatives

Frank Baran, President of CAPSS and Superintendent of Woodstock Public Schools

Alan Addley, CAPSS 1st Vice President and Superintendent Granby Public Schools

Judith Palmer, Superintendent, Region 7 Public Schools

Joseph Cirsuolo, Executive Director, CAPSS

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Preface

The Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) recognize the critical importance of a strong partnership between every Board of Education and its Superintendent of Schools. This recommended evaluation process collaboratively developed by CABE and CAPSS is an attempt to properly communicate our strong belief that the Board of Education and Superintendent must view themselves and function as the school district's Leadership Team. To that end, we strongly believe that the Leadership Team must share and enthusiastically advocate the same goals and a vision of learning that sets high performance expectations for the entire school community.

It is important to note that the foundational components of the recommended evaluation process are the CABE/CAPSS School Governance Position Statement, adopted March 2004 and revised in 2014, and the CABE Superintendent evaluation instrument and the Board self-assessment. THE Board of Education Chairperson, working with the Superintendent and the rest of the Board of Education, is responsible for carrying out the evaluation of the Leadership Team.

While the Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of every Board of Education.

CABE and CAPSS have recommended an evaluation process for the Superintendent of Schools that is collaborative, goal oriented and offers numerous opportunities for focused and targeted feedback from the Board of Education to the Superintendent of Schools regarding his/her job performance. We firmly believe that this collaborative and candid approach to evaluation will improve Board of Education and Superintendent communications and relationships, minimize evaluation surprises and most importantly, enhance the overall success of the school district.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, CABE and CAPSS believe that it is vitally important that every Board of Education conducts a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the community's legislative body that develops, evaluates and oversees education policy. CABE and CAPSS strongly recommend Board of Education self-assessment as a necessary and worthwhile activity toward advancing the vision and goals of the school district. It is important that the Board factor the Superintendent's perspective into its self-assessment.

The following is a recommended process and timeline for the annual evaluation of the Superintendent of Schools and the Board of Education self-assessment. It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings can and should be conducted in Executive Session because they pertain to Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Recommended Evaluation Process

The formal evaluation should in no way preclude informal discussions between the Superintendent and Board of Education as needed.

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The district Leadership Team (Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal "Year in Review" self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent's job performance and should aid the Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Board of Education conducts the evaluation of the Superintendent of Schools according to Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education's Executive Session discussion regarding the Superintendent's performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Board of Education, according to Board of Education Policy and Superintendent's contract. The purpose of this follow-up meeting is to share and discuss the Board of Education's draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent's contract. It is important to note that if the Board of Education's performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent's performance evaluation must also be placed in the Superintendent's official personnel file.

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)	
Step 1:	Board Self-Evaluation and Goal Setting
Step 2:	Leadership Team Goal / Priority Setting.
Step 3:	Superintendent's Professional Goals and Objectives.
Mid-Year Evaluation Meeting December / January (Conducted in executive session)	
Step 1:	Board Reviews Its Performance
Step 2:	Informal Leadership Team discussion regarding progress on goals and objectives.
Step 3:	Targeted informal feedback provided to Superintendent regarding his/her performance.
End of Year Evaluation of the Superintendent May / June	
Step 1:	Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.
Step 2:	Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.
Step 3:	Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation.
Step 4:	Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.
Note: Superintendent's Evaluation is a public document subject to FOIA.	

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.
- Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- Promotes a school culture and climate of continuous improvement and accountability.
- Builds capacity by designing and implementing comprehensive professional development plans for staff.
- Establishes structures and processes that sustain a culture and climate of continuous improvement.
- Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- Addresses family and community concerns in an equitable, effective and efficient manner.
- Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- Builds trusting, collaborative and respectful relationships with Board members.
- Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- A belief that every student can achieve at high levels.
- An urgency to improve student achievement.
- The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- The ability to work with diverse people and be sensitive to cultural differences.
- The ability to build trusting, respectful relationships to improve student learning.

- The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- Provides for a safe and orderly work environment.
- Delegates authority appropriately.
- Gives staff sufficient authority and support.
- Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- Communicates effectively with staff regarding district goals, objectives and issues.
- Political savvy and respectful engagement across all stake holder groups.
- Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- Builds trusting, respectful relationships to improve student learning.
- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						
18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.						
19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.						
20. The Board conducts an effective annual self-evaluation.						
21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.						
22. The Board belongs to, actively supports and participates in professional organizations.						
23. The Board establishes a <i>Code of Ethics</i> and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

	5	4	3	2	1	NA
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Comments:						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:



Connecticut Superintendent Leadership Competency Framework

Rubric for Use in the Superintendent Evaluation Process

October 2014

Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Develops and Implements Vision that Inspires Action and Commitment</p> <p>Key Competencies:</p> <p>1.1 Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.</p> <p>1.2 Articulates to all stakeholders the importance of achieving the vision</p> <p>1.3 Secures commitment from all stakeholders to act up on the vision of what the district must become</p> <p>1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely</p> <p>1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.</p>	<p>Vision is poorly defined or the School Board, Parents, Teachers and/or the Community do not feel that it represents their values or beliefs.</p>	<p>The School Board, Parents, Teachers and the Community feel that the district vision somewhat represents their values and beliefs but that some aspects also feel unnecessarily, top down, or disconnected from their priorities.</p>	<p>The School Board, Parents, Teachers and the Community feel that the district vision represents their values and beliefs and presents rigorous but attainable goals.</p>	<p>The School Board, Parents, Teachers, Students and the Community feel that the district vision represents their values and beliefs, presents rigorous but attainable goals and is part of an ongoing collaborative conversation about the purpose and goals of the system.</p>
	<p>The School Board, Parents, Teachers and the Community cannot articulate their role in actualizing the district vision.</p>	<p>The School Board, Parents, Teachers and the Community can partially articulate their role in actualizing the district vision but this articulation is uneven and lacks clarity.</p>	<p>The School Board, Parents, Teachers and the Community can clearly and consistently articulate their specific role(s) in actualizing the district vision.</p>	<p>The School Board, Parents, Teachers, Students, and the Community can clearly and consistently articulate their specific role(s) in actualizing the district vision and can point to current activities that they are engaged in that align with those roles.</p>
	<p>Few administrators communicate with families regarding the district vision and when they do, these communications are uneven or do not consider how the information may be experienced by those receiving it.</p>	<p>Some administrators' communication with families regarding the district vision are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</p>	<p>Most administrators' communication with families regarding the district vision are prompt, consistent in message, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</p>	<p>Across the district, administrators' communication with families regarding the district vision are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</p>
	<p>The Superintendent's behavior and language in either formal or informal settings seem misaligned with actualizing the stated vision.</p>	<p>The Superintendent's behavior and language in both formal and informal settings mostly aligns with actualizing the stated vision.</p>	<p>The Superintendent's behavior and language in both formal and informal settings aligns actualizing the stated vision</p>	<p>The Superintendent's behavior and language in both formal and informal settings aligns with actualizing the stated vision and he/she asks both direct reports and community members to provide feedback on this alignment.</p>

Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Develops and Implements a District Leadership Theory of Action that Guides Decision Making</p> <p>Key Competencies: 2.1 Articulates and acts upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision. 2.2 Articulates and tests theories of action for all major aspects of the district's improvement work. 2.3 Executes a district leadership theory of action to build district coherence and alignment.</p>	<p>The Superintendent frequently falters at articulating the alignment between vision and theory of action and/or how the resultant activities are important, coherent and necessary to success.</p>	<p>The Superintendent is able to articulate the alignment between vision and theory of action, though has some difficulty in explaining how the resultant activities are important, coherent and necessary to success.</p>	<p>The Superintendent is able to articulate the alignment between vision and theory of action and how the resultant activities are important, coherent and necessary to success.</p>	<p>The Superintendent is able to articulate the alignment between vision and theory of action and how the resultant activities are important, coherent and necessary to success as well as the potential challenges and strengths of current implementation.</p>
	<p>There are limited mechanisms for communication with the community regarding district initiatives or how they align to the vision. Barriers to greater community involvement in improving district effectiveness are in place.</p>	<p>The Superintendent establishes some mechanisms for communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are recognized and plans exist to address them.</p>	<p>The Superintendent establishes ongoing relationships and regular mechanisms for communication with the community regarding district initiatives and how they align to the vision as well. Barriers to greater community involvement in improving district effectiveness are actively being addressed.</p>	<p>The Superintendent establishes ongoing relationships and regular mechanisms for two-way communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are actively being addressed and include opportunities for community input and decision-making.</p>
	<p>Limited infrastructure exists to provide schools with effective monitoring of the interventions associated with the district theory of action.</p>	<p>Though the district has invested in infrastructure to provide schools with effective monitoring of the interventions associated with the district theory of action, gaps exist with some schools receiving minimal or insufficient resources for this purpose.</p>	<p>The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action.</p>	<p>The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action and support to guide adjustments to these interventions.</p>

	<p>Many implementing interventions associated with the theory of action do not understand or cannot articulate how these interventions work together to support goal attainment.</p>	<p>Those responsible for implementing interventions associated with the theory of action can partially articulate how these interventions work independently and together to support goal attainment.</p>	<p>Those responsible for implementing interventions associated with the theory of action can clearly articulate how these interventions work independently and together to support goal attainment.</p>	<p>Those responsible for implementing interventions associated with the theory of action can clearly articulate how these interventions work independently and together to support goal attainment as well as how the district has supported enhancements to the interventions over time.</p>
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DRAFT

Domain/Level	Beginning	Emergent	Functional	Exemplary
<p data-bbox="31 241 352 381">Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students</p> <p data-bbox="31 430 352 454">Key Competencies:</p> <p data-bbox="31 462 352 641">3.1 Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning</p> <p data-bbox="31 649 352 795">3.2 Involves key stakeholders in developing strategies to address areas of concern.</p> <p data-bbox="31 803 352 950">3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action.</p> <p data-bbox="31 958 352 1161">3.4 Leads a budget development process that results in systems and support for integrated district improvement strategies.</p>	<p data-bbox="361 241 793 381">The district does not solicit key stakeholders views regarding the best approach to meet current challenges related to teaching and learning.</p>	<p data-bbox="802 241 1186 422">The district presents plans to address meet current challenges related to learning and teaching to key stakeholder groups with opportunities for feedback and questions.</p>	<p data-bbox="1194 241 1543 422">The district has created mechanisms to solicit key stakeholders' views regarding the best approach to meet current challenges related to teaching and learning.</p>	<p data-bbox="1551 241 1984 544">The district has created mechanisms for meaningful two-way conversations with key stakeholders such that they are not only asked to provide their views regarding the best approach to meet current challenges related to teaching and learning but are also encouraged to bring issues and potential solutions to the district for discussion and consideration.</p>
<p data-bbox="361 566 793 820">Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are often made without regard to data on student achievement, educator evaluation results, or best practice.</p>	<p data-bbox="802 566 1186 836">Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are sometimes made without regard to data on student achievement, educator evaluation results, or best practice.</p>	<p data-bbox="1194 566 1543 803">Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed.</p>	<p data-bbox="1551 566 1984 868">Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed and these decisions are conveyed in a timely and easily accessible manner to the larger community.</p>	
<p data-bbox="361 891 793 1047">The district lacks an adequate data infrastructure to conduct useful and holistic analysis regarding areas of concern related to teaching and learning.</p>	<p data-bbox="802 891 1186 1096">While a data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement exists, it is often underutilized due to resource constraints.</p>	<p data-bbox="1194 891 1543 1096">There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement</p>	<p data-bbox="1551 891 1984 1128">There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement such that patterns of performance within and across schools can be identified and addressed.</p>	

Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Results and Improvement Orientation that Addresses both Accountability and Capacity-Building</p> <p>Key Competencies: 4.1 Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level 4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring. 4.3 Establishes accountability for improvement at the district, school and classroom level</p>	<p>Few school leadership teams have generated school level theory of actions aligned with the district's and/or include performance targets only for student outcomes.</p>	<p>Though most School leadership teams have generated school level theory of actions that are inconsistently aligned with the district's and do not always include performance targets for teacher practice and student outcomes or these targets are not rigorous or hard to quantify.</p>	<p>Most School leadership teams have generated school level theory of actions aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes.</p>	<p>Most School leadership teams have generated school level theory of actions aligned with the district's and that include quantifiable and rigorous performance targets for teacher practice and student outcomes as well as a plan for how data will be collected and analyzed</p>
	<p>School administrators report that district monitoring of school performance fails to produce timely data or the data provided cannot easily be used for future planning and implementation.</p>	<p>School administrators report that district monitoring of school performance produces data that is timely and useful, and frequently informs future planning and implementation</p>	<p>School administrators report that district monitoring of school performance includes both teacher and student level indicators occurs regularly, produces timely and useful data, and directly informs future planning and implementation</p>	<p>School administrators report that district monitoring of school performance is collaborative in nature and includes both teacher and student level indicators, occurs regularly, produces timely and useful data, and directly informs future planning and implementation</p>
	<p>Few administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice.</p>	<p>Some administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</p>	<p>Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</p>	<p>Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation. The Superintendent creates means of sharing effective practices across the district so all schools can benefit and grow.</p>
	<p>Few school administrators report having either the necessary resources (e.g., time, human capital) or support to effectively review assessment data and identify interventions to appropriately adjust practice.</p>	<p>Some school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</p>	<p>Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</p>	<p>Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice. Infrastructure exists for schools to share resources and knowledge to support capacity building across the district.</p>

	<p>The district lacks the resources to support schools in their improvement cycle or provides only limited adequate access to individuals with the necessary expertise in data analysis, management or assessment.</p>	<p>The district provides support to schools in their improvement cycles, including access to personnel to help with data analysis, management and assessment.</p>	<p>The district has infrastructure to support schools in their improvement cycles, including providing access to personnel with expertise in data analysis, management and assessment and can help administrators to identify a range of data sources to facilitate effective decision-making.</p>	<p>The district has sufficient infrastructure to support schools in their improvement cycles, including providing access to adequate numbers of personnel with expertise in data analysis, management and assessment and can help administrators to identify and utilize a range of appropriate data sources to facilitate effective decision-making.</p>
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Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity-Building</p> <p>Key Competencies:</p> <p>5.1 Works with the board to establish district goals and systems and processes for monitoring progress over time.</p> <p>5.2 Works in cooperation with the board of education to engage and inform of progress towards goals.</p> <p>5.3 Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and the superintendent in the areas of policy, management, and collaborative governance.</p> <p>5.4 Demonstrates strong support and advocacy for board approved district goals in various public settings.</p>	<p>The district lacks a plan to address the specialized needs of schools with varying performance trajectories and/or has not articulated what happens if schools do not improve over time with support.</p>	<p>The district has a plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</p>	<p>The district is actively deploying a publically accessible plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</p>	<p>The district is actively deploying a publically accessible and collaboratively generated plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</p>
	<p>The superintendent and board lack mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</p>	<p>The superintendent and board have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</p>	<p>The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</p>	<p>The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and productively address and resolve conflicts as well as processes for revisiting and modifying these roles/responsibilities as needed.</p>
	<p>The superintendent provides inconsistent advocacy for district goals approved by the board.</p>	<p>Reports from the field and direct observations of the superintendent at schools and in the community indicate that he/she provides consistent advocacy for those district goals approved by the board.</p>	<p>Reports from the field and direct observations of the superintendent at schools and in the community indicate that he/she provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these schools.</p>	<p>Reports from the field and direct observations of the superintendent indicate that he/she models behavior at the district office that aligned with board approved goals. Additionally, when outward facing he/she also provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these goals.</p>

Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability</p> <p>Key Competencies:</p> <p>6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility</p> <p>6.2 Invests in developing the capacity of teachers and leaders to improve performance over time.</p> <p>6.3 Demonstrates a strong commitment to professional learning at all levels of the organization.</p>	<p>There is high variability across the district in how effective teaching is defined. Most administrative professional development focuses on compliance, management and accountability.</p>	<p>Fosters a shared commitment to high standards of teaching and learning, for all administrators, with administrative professional development often being aligned with this goal.</p>	<p>Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers.</p>	<p>Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers. Frequent checks on implementation of these efforts through mechanisms like walkthroughs to ensure consistency across district as well provide opportunities for continued growth.</p>
	<p>Administrator meetings are poorly run or lack purpose or relevancy.</p>	<p>Administrator meetings are generally well run, purposeful, relevant, and often engage participants in meaningful conversation around practice.</p>	<p>Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms.</p>	<p>Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms and mechanisms (i.e., surveys, observers) exist to frequently assess and modify meetings to increase effectiveness.</p>
	<p>The Superintendent infrequently observes the principal's practice and when he/she does so, he/she often focuses on non-instructional activities/issues.</p>	<p>When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards.</p>	<p>When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she can provide teachers with information regarding alternative practices to support all students' learning.</p>	<p>When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she can provide teachers with information regarding alternative practices to support all students' learning. Superintendent can model such practices and how they may be modified for teachers of varying instructional effectiveness.</p>

	<p>Administrators are rarely asked to reflect on their interactions with faculty or students. Discussions regarding data use, research and best practice occur haphazardly if at all.</p>	<p>Encourages administrators to reflect on effectiveness of interactions with faculty and students. Engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</p>	<p>Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Facilitates discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</p>	<p>Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Collaborative engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</p>
	<p>District level staff is rarely asked to reflect on their interactions with school based personnel, community and/or families. District staff uses data, research and best practice haphazardly if at all.</p>	<p>Tells district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Encourages district staff to use data, research and best practice as they engage with schools.</p>	<p>Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools.</p>	<p>Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools. Collects and includes school based personnel's reviews of district support as part of overarching performance review.</p>

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Domain/Level	Beginning	Emergent	Functional	Exemplary
<p>Purposely Aligns Systems and Structures that Support the District Theory of Action and Strategic Operating Plan</p> <p>Key Competencies: 7.1 Develops and oversees a comprehensive approach to human capital that aligns to district, vision, strategy and goals 7.2 Establishes and implements a strategic approach to resource allocation and budget management. 7.3 Ensures effective management of the district's core functions.</p>	<p>The district did not utilize HR, performance, or demographic data to make decisions about recruitment/hiring targets.</p>	<p>The district used HR, performance, or demographic data to make decisions about recruitment/hiring targets</p>	<p>The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets</p>	<p>The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets and communicated these decisions clearly and consistently to the larger community.</p>
	<p>The district has an incomplete or underdeveloped recruitment plan and/or a lack of coherency /cohesiveness between intra-district departments on hiring practices/policies.</p>	<p>The district has a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies.</p>	<p>The district is effectively implementing a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies.</p>	<p>The district is effectively implementing a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies and includes strong two-way communication between schools and district regarding hiring decisions</p>
	<p>The district PD plan is top-down and/or lacks utilization of formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs</p>	<p>The district PD plan engages some staff input and uses student data and formal observation/evaluation data of some staff to determine individualized and school-level professional development needs</p>	<p>The district PD plan includes staff voice and student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</p>	<p>The district PD plan was jointly decided with staff and uses student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs</p>
	<p>There are few if any means to assess the quality of professional development either at the individual level (e.g., monitoring across the school and district) or the schools (e.g., monitoring of staff along performance standards).</p>	<p>Evaluations on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</p>	<p>Evaluations generated with input from the schools on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</p>	<p>Evaluations generated jointly by the schools and district on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place and the results are frequently communicated to staff and the community.</p>
	<p>Budget and human resource allocations are often tangential to the district vision and theory of action or reveal multiple redundancies.</p>	<p>Budget and human resources allocation is mostly aligned with the district vision and theory of action though some unnecessary redundancies in programs and personnel remain.</p>	<p>Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action.</p>	<p>Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action and includes explicit plans for sustainability.</p>

	<p>The district does not have standard operating plans, procedures, and routines for students and there are frequent reports of school level disorder, absenteeism and poor conduct.</p>	<p>Some schools are operating district plans, procedures, and routines for students but implementation is uneven and many schools remain somewhat disorderly.</p>	<p>Schools are operating district plans, procedures, and routines for students such that attendance is high and disciplinary action low.</p>	<p>The district empowers administrators, students and staff to implement plans, procedures, and routines for students and attendance is high and disciplinary action low.</p>
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Domain/Level	Beginning	Emergent	Functional	Exemplary
Personal Leadership Competencies Associated with Effective District Leadership Key Competencies: 8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement. 8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement. 8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning. 8.4 Equitable Practice. Explores how identity and life experiences have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact. 8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when	The superintendent responds aggressively to dissent and is unable to find means of compromise.	The Superintendent frequently responds respectfully to dissent though is sometimes confrontational in approach.	The Superintendent employs a non-confrontational approach for responding respectfully and appropriate to disagreement and dissent. Models this practice for the administrator team.	The superintendent models a variety of strategies for responding respectfully and effectively to disagreement and dissent. Provides professional development for the administrator team to build these strategies.
	The superintendent does not attempt to build consensus or does so in a perfunctory manner.	The superintendent employs a few different strategies to build consensus within the school district community but factions exist and have few opportunities to air their issues or find sources of commonality.	The superintendent employs a variety of strategies to build consensus within the school district community utilizing dialogue and open forums to do so.	The superintendent employs a variety of strategies to empower others within the school district community to help to support the district goals and build opportunities for dialogue and multiple perspectives to be heard and engaged with.
	The superintendent demonstrates poor judgment, a lack of integrity and fairness and/or protects confidentiality appropriately. Incentive structures for personnel have not been examined and often run counter to these values.	The superintendent often demonstrates sound judgment integrity and fairness, and protects confidentiality appropriately. District incentives for promotion and success are largely aligned with these goals though some within the district feel that those in position of authority do not exhibit such behavior.	The superintendent consistently demonstrates integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success reflect these values.	The superintendent consistently demonstrates and rewards integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success encourage these values.
	The Superintendent does little to engage in a process of ongoing reflection or to solicit feedback for the purposes of improvement.	The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback and engaging in professional development opportunities aligned with identified needs.	The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goals with measureable outcomes and engaging in professional development opportunities aligned with identified needs.	The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goal with measureable outcomes and engaging in professional development opportunities aligned with identified needs.. She/he also makes this process transparent and communicates openly about weaknesses and improvement attempt to model a growth mindset.

faced with adversity. 8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.				
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Superintendent Evaluation Process (Discussion Draft)

Superintendent’s Evaluation Cycle:

I. Timeline:

- Summer* Board and Superintendent Discuss and Identify District Goals
Based on the Discussion the Superintendent (and others as needed) Drafts Annual Performance Goals and District Goals

- Fall* Board of Education Reviews and Considers Approval of Annual District Goals
Review of District and Building Improvement Plans in the Context of District Goals

- January* Mid-year review of Board Goals and Superintendent Performance Goals
Informal discussion regarding Superintendent Performance as it relates to the LEAD CT Superintendent Competency Framework
Informal feedback provided by BOE to Superintendent.
Goals Adjusted as needed.

- May/June* Superintendent Evaluation Session
Superintendent presents information/data on both District Improvement Goals and Superintendent Performance Standards

BOE evaluates superintendent’s job performance based on the information presented and the standards outlined in the LEAD CT Superintendent Competency Framework.

II. Superintendent’s Performance Goals and/or District Goals for 2016-17 (Results)

- 1. (Outcome goals in some type of SMART goal format)**
- 2.
- 3.
- 4.
- 5.

III. LEAD CT Superintendent Competency Framework-Leadership Performance Standards

(Sub-indicators may be useful to clarify the elements of each competency area and they are available in the LEAD CT Framework Document)

Performance Expectation 1: Develops and Implements Vision that inspires Action and Commitment

Performance Expectation 2: Develops and Implements a District Improvement Plan that Guides Decision Making

Performance Expectation 3: Aligns Resources to Drive a District-wide Strategy for Improving the Performance of All Students

Performance Expectation 4: Demonstrates a Results and Improvement Orientation that Addresses both Accountability and Capacity Building

Performance Expectation 5: Demonstrates Leadership Grounded in Collaborative Governance

Performance Expectation 6: Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

Performance Expectation 7: Purposely Aligns Systems and Structures that Support the District Improvement Plan and/or Strategic Operating Plan

Performance Expectation 8: Personal Leadership Competencies Associated with Effective Leadership

Board Member Worksheet for Use During the Superintendent's Mid-Year and May/June Performance Review

Summary Comments on Progress Toward Goals –(To be completed after goal and performance information/data are presented to the Board by the Superintendent):

(Final Evaluation--Use the LEAD CT Superintendent Performance Standards for discussion purposes only and then the Board chair prepares a summary paragraph that reflects the Board's evaluation comments. This summary paragraph becomes the "official" evaluation document.)

7. Purposely Aligns Systems and Structures that Support the District Improvement Plan and Strategic Operating Plan

8. Performance Expectation 8: Personal Leadership Competencies Associated with Effective Leadership

Evaluation Summary:

Comments/Commendations:

Focus Areas:

Superintendent Signature _____

Date: _____

BOE Chairperson Signature _____

Date: _____