



Superintendent Evaluation

Terry Connor

October 2023

1	Professional and Ethical Norms <i>Effective Superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.</i>
2	Vision and Mission <i>Effective Superintendents collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>
3	School Operations, Management and Safety <i>Effective Superintendents manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>
4	Student Learning and Continuous School Improvement <i>Effective Superintendents enable continuous improvement to promote the academic success and well-being of all students.</i>
5	Learning Environment <i>Effective Superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.</i>
6	Recruitment and Professional Learning <i>Effective Superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>
7	Building Leadership Expertise <i>Effective Superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.</i>
8	Meaningful Parent, Family and Community Engagement <i>Effective Superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.</i>
9	Board Governance & Policy <i>Effective Superintendents work effectively with the school board, exhibit a shared understanding of board and superintendent roles, lead and manages the district consistent with board policies, and demonstrate the skills to work effectively with the board.</i>

Timeline for Superintendent Evaluation	
Timeline	Action
October 17, 2023	Superintendent and Board develop and agree to the evaluation performance rubric and annual goals.
November 7, 2023	2023 The Board formally adopts the Superintendent Evaluation rubric and annual goals.
Annually by September 1	Superintendent complete a self-appraisal using the evaluation performance rubric and annual goals and shares it with the Board.
Annually by October 1	Each Board Member completes the Performance Evaluation Rubric.

Rating Scale Descriptors				
Distinguished	Accomplished	Effective	Developing	Ineffective
Performance is exceptional and exceeds the criteria.	Performance has continually exceeded the criteria.	Performance consistently meets the criteria.	Performance is inconsistent and partially meets the criteria.	Performance does not meet the criteria and require significant improvement.
<i>Noteworthy evidence and data demonstrate the superintendent's performance has had an outstanding and profoundly favorable impact on students, staff, community relations, and/or program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance has had an exceedingly positive impact on students, staff, community relations, and/or program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance, maintains effective results and good relations with students, staff, community members and satisfactory program outcomes.</i>	<i>Noteworthy evidence and data demonstrate the superintendent partially met the criteria and the desired results. Performance has made some gains toward relations with students, staff, and the community members, and has moderately impacted program results.</i>	<i>Noteworthy evidence and data demonstrate the superintendent's performance has not met the criteria or desired results. Performance has not made any gains in program results. More towards relations with students, staff, and community members.</i>

Rating the Superintendent on Performance Standards

- Each Board Member will rate the Superintendent's professional practice on the provided rubric that is adapted from the Florida Leadership Standards.
- Board Members will indicate the level that best describes the Superintendent's performance in each area using the rating scale descriptors.
- An Overall Standard Rating will be calculated based on the prescribed rating scale.
- The Overall Standard Ratings will be combined to determine an overall Individual Board Member Rating.
- The Individual Board Member Ratings will be combined to determine a Composite Evaluation Rating.

Rating the Superintendent on Annual Objectives

- The Board Chair and Superintendent will collaborate to evaluate the progress toward meeting the annual objectives prescribed in Part III of the evaluation.
- Each objective has an assigned percentage of the incentive prescribed in the Superintendent's Employment Contract.
- Upon meeting an objective, the Superintendent will be awarded the full amount of the assigned percentage. Objectives rated as No Progress Toward will not be awarded the assigned percentage.
- An objective shall be rated Progress Towards when the Superintendent can demonstrate that objective is at least 50% achieved. Objectives rated as Progress Toward will be awarded half of the assigned percentage.

Standard 1: Professional and Ethical Norms*Effective superintendents act ethically and according to professional norms to promote the academic success and well-being of all students.*

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
1.1 Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida and adhere to guidelines for student welfare, the rights of students and parents, and state, local school, and governing board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent, staff, or student surveys <input type="checkbox"/> Policy Documents <input type="checkbox"/> Communication Records <input type="checkbox"/> Student Performance Reports <input type="checkbox"/> Financial Reports
1.2 Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
1.4 Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 2: Vision and Mission

Effective superintendents collaborate with stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
2.1 Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strategic Plan <input type="checkbox"/> Professional Development Plans <input type="checkbox"/> Impact Review Action Plans <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Organizational Charts <input type="checkbox"/> Recognition Initiatives <input type="checkbox"/> Policies <input type="checkbox"/> Graduation Rates <input type="checkbox"/> Percentage of Students with Plan After Graduation Comments:
2.2 Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 Recognize individuals for their contributions toward the school vision and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)						

Standard 3: School Operations, Management and Safety*Effective superintendents manage district operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.*

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
3.1 Manage fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strategic Plan <input type="checkbox"/> Technology Plan <input type="checkbox"/> Financial Budget Status <input type="checkbox"/> Reviews and Audits <input type="checkbox"/> Capital Improvement Plan <input type="checkbox"/> Survey Feedback <input type="checkbox"/> Meeting Agenda, calendars, etc. <input type="checkbox"/> Correspondences; newsletters <input type="checkbox"/> Training schedules <input type="checkbox"/> Incident Data
3.2 Manage resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3 Organize time, tasks, and projects effectively to protect personnel's work and learning, as well as their own, to optimize productivity and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
3.6 Inform the community of current local, state, and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7 Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.9 Utilize a continuous improvement model to evaluate specific concerns for safety and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (40-44) <input type="checkbox"/> Accomplished (31-39) <input type="checkbox"/> Effective (22-30) <input type="checkbox"/> Developing (13-21) <input type="checkbox"/> Ineffective (<13)						

Standard 4: Student Learning and Continuous School Improvement*Effective superintendents utilize continuous improvement to promote the academic success and well-being of all students.*

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
4.1 Create and maintain a climate and culture of high expectations and enable personnel to support the academic growth and well-being of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Survey Feedback <input type="checkbox"/> Curriculum Maps <input type="checkbox"/> Program Summaries/Evaluations <input type="checkbox"/> Professional Learning Plans <input type="checkbox"/> Impact Review Action Plans <input type="checkbox"/> PLC Agendas <input type="checkbox"/> Data Reports <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Correspondences or newsletters
4.2 Ensure alignment of the district's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Develop a structure that enables personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4 Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and narrow achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
4.5 Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6 Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7 Ensure and monitor the implementation of the Florida Educator Accomplished Practices by all instructional personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (31-35) <input type="checkbox"/> Accomplished (24-30) <input type="checkbox"/> Effective (17-23) <input type="checkbox"/> Developing (10-16) <input type="checkbox"/> Ineffective (<10)						

Standard 5: Learning Environment

Effective superintendents cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
5.1 Develop and maintain procedures that foster a safe, respectful, and student-centered learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Climate Surveys <input type="checkbox"/> Safety Protocol Documents <input type="checkbox"/> Incident Data <input type="checkbox"/> Student Code of Conduct <input type="checkbox"/> Observation Feedback <input type="checkbox"/> Professional Learning Agendas <input type="checkbox"/> Data Dashboards or Reports
5.2 Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
5.4 Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 6: Recruitment and Professional Learning

Effective superintendents build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
6.1 Recruit, hire, develop, support, and retain diverse, effective and caring personnel with the professional capacity to promote literacy achievement and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strategic Plan <input type="checkbox"/> Recruitment and Retention data <input type="checkbox"/> Professional Learning Plans <input type="checkbox"/> Impact Review Action Plans <input type="checkbox"/> School Improvement Plans <input type="checkbox"/> Recruitment Statistics <input type="checkbox"/> Professional Development Records <input type="checkbox"/> Feedback Forms or Surveys <input type="checkbox"/> Inventory of Instructional Technology Tools
6.2 Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Develop personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
6.5 Monitor and evaluate professional learning linked to district goals to foster continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6 Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to school-based leaders and instructional personnel that fosters continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.7 Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Standard Rating: ☐ Distinguished (31-35) ☐ Accomplished (24-30) ☐ Effective (17-23) ☐ Developing (10-16) ☐ Ineffective (<10)

Standard 7: Building Leadership Expertise*Effective superintendents cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.*

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
7.1 Develop and support open, productive, caring and trusting working relationships among leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Surveys and Feedback Forms <input type="checkbox"/> Professional Development Records <input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Succession Plans <input type="checkbox"/> Performance Reviews <input type="checkbox"/> Task Delegation Logs: <input type="checkbox"/> Accountability Reports
7.2 Cultivate current and potential leaders and assist with the development of a pipeline of future leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Develop capacity by delegating tasks to other leaders and holding them accountable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
7.4 Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 8: Meaningful Parent, Family and Community Engagement

Effective superintendents utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
8.1 Understand, value, and employ the community's cultural, social, and intellectual context and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Listening Tour Analysis <input type="checkbox"/> Partnerships <input type="checkbox"/> Professional Learning Agendas <input type="checkbox"/> Awards and Recognition Programs <input type="checkbox"/> Engagement Metrics <input type="checkbox"/> Calendar <input type="checkbox"/> Stakeholder Feedback Surveys <input type="checkbox"/> Communication Protocols <input type="checkbox"/> Response Documentation <input type="checkbox"/> Reports or Newsletters
8.2 Model and advocate for respectful communication practices between leaders, parents, students, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
8.4 Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (18-20) <input type="checkbox"/> Accomplished (14-17) <input type="checkbox"/> Effective (10-13) <input type="checkbox"/> Developing (6-9) <input type="checkbox"/> Ineffective (<6)						

Standard 9: Board Governance and Policy

Effective superintendents work with the school board, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.

Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)	Possible Evidence
9.1 Offers professional advice to the board with the appropriate recommendations based on a thorough study and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Timely Board Packets <input type="checkbox"/> Strategic Plan <input type="checkbox"/> School Improvement Plans <input type="checkbox"/> Board Meeting Agendas <input type="checkbox"/> Reviews and Audits <input type="checkbox"/> Copies of District procedures and publications (e.g., policies, etc.)
9.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.3 Interprets and executes the intent of more policies and advises the board on the need for new or revised policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments:
9.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5 Makes considerable efforts to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall Standard Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)						

Superintendent Performance Standards Evaluation Summary (Individual Board Member Ratings)					
Professional Practice	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Standard 1: Professional and Ethical Norms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Vision and Mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: School Operations, Management and Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Student Learning and Continuous School Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Recruitment and Professional Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Building Leadership Expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Meaningful Parent, Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Board Governance and Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Evaluation Rating: <input type="checkbox"/> Distinguished (40-44) <input type="checkbox"/> Accomplished (31-39) <input type="checkbox"/> Effective (22-30) <input type="checkbox"/> Developing (13-21) <input type="checkbox"/> Ineffective (<13)					

Summary Comments:

Date: September 2024

Sarasota County Superintendent Evaluation

Board Member:

Superintendent Performance Standards Evaluation Summary (Board Member Composite Ratings)					
Board Member	Distinguished (5)	Accomplished (4)	Effective (3)	Developing (2)	Ineffective (1)
Board Member 1 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 2 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 3 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 4 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board Member 5 Individual Evaluation Rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composite Evaluation Rating: <input type="checkbox"/> Distinguished (22-25) <input type="checkbox"/> Accomplished (17-21) <input type="checkbox"/> Effective (12-16) <input type="checkbox"/> Developing (7-11) <input type="checkbox"/> Ineffective (<7)					

Superintendent's Response:

Superintendent's Signature: _____ Date: _____

Board Chair's Signature: _____ Date: _____

Annual Superintendent Objectives [2023-2024]				
Annual Objectives (assigned percent of incentive)	Evidence of Progress or Completion	Goal Met	Progress Towards	Goal Unmet
SY 2324: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	<ul style="list-style-type: none"> SY 2324: Evaluation Performance Summary 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
SY 2324: Execute the transition plan to build a comprehensive understanding of the needs for district improvement. (15%)	<ul style="list-style-type: none"> SY 2324: Transition Plan Tracker SY 2324: Superintendent Status Reports at Board Meetings SY 2324: Transition Plan Findings Report 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2324: Develop effective board governance processes to cultivate strong, productive, professional, and child-centric relationships with the School Board. (15%)	<ul style="list-style-type: none"> SY 2324: Develop a way of work with Board (one-on-ones, communication plan, SY 2324: Board Workshop Forecast calendar SY 2324: Develop a Policy Review Cycle 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2324: Develop a system of monitoring school based instructional practice to improve student achievement. (15%)	<ul style="list-style-type: none"> SY 2324: Focused Framework for Advancing School Performance SY 2324: Impact Review Protocol with Action Plans SY 2324: Progress Monitoring Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2324: Develop a revised strategic plan that aligns priorities to enhance academic outcomes. (15%)	<ul style="list-style-type: none"> SY 2324: Revised Strategic Plan Document 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2324: Completion of a revised teacher and administrative evaluation system. (10%)	<ul style="list-style-type: none"> SY 2324: Revised teacher and administrator evaluation documents 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2324: Implement a revised organizational structure to align support for increased student achievement. (10%)	<ul style="list-style-type: none"> SY 2324: Approved Organizational Chart 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Superintendent Objectives [2024-2025]				
Annual Objectives (assigned percent of incentive)	Evidence of Progress or Completion	Goal Met	Progress Towards	Goal Unmet
SY 2526: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	<ul style="list-style-type: none"> SY 2425: Evaluation Performance Summary 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
SY 2425: Improve the overall district ranking as calculated by total points earned within the state accountability system. (15%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase third grade reading proficiency or ranking. (15%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase overall 3-10 reading proficiency percentage or ranking. (10%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase overall math proficiency percentage or ranking. (10%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase reading LQ growth percentage or ranking as compared to SY2122. (10%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Increase math LQ growth percentage or ranking as compared to SY2122. (10%)	<ul style="list-style-type: none"> SY 2425: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2425: Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%. (10%)	<ul style="list-style-type: none"> SY 2425: 2024 Annual Financial Report 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Subject to revisions prior to October 1, 2024

Annual Superintendent Objectives [2025-2026]				
Annual Objectives (assigned percent of incentive)	Evidence of Progress or Completion	Goal Met	Progress Towards	Goal Unmet
SY 2526: Achieve composite rating of effective or higher on the evaluation performance rubric. (20%)	<ul style="list-style-type: none"> SY 2526: Evaluation Performance Summary 	<input type="checkbox"/>	N/A	<input type="checkbox"/>
SY 2526 Improve the overall district ranking as calculated by total points earned within the state accountability system. (15%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Increase third grade reading proficiency or ranking. (15%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Increase overall 3-10 reading proficiency percentage or ranking. (10%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Increase overall math proficiency percentage or ranking. (10%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Increase reading LQ growth percentage or ranking as compared to SY2324. (10%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Increase math LQ growth percentage or ranking as compared to SY2324. (10%)	<ul style="list-style-type: none"> SY 2526: State Accountability Data 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SY 2526: Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%. (10%)	<ul style="list-style-type: none"> SY 2526: 2024 Annual Financial Report 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Subject to revisions prior to October 1, 2025