

SUPERINTENDENT EVALUATION GUIDELINES

The annual Superintendent evaluation should serve as a positive, objective process for promoting the goals, values, and progress of the district. It is based on the Superintendent's job description and is one tool used by the Superintendent/Board Leadership Team for informed change and continued improvement of the district.

1. The Board will identify and approve a timeline for the formal evaluation to review the performance of the Superintendent and the Board/Superintendent Leadership Team on an annual basis. The Board will identify the following under the timeline: a date for the formal evaluation meeting, a date for the end-of-year progress report meeting, a due date for the interim progress report from the Superintendent, a date for a Board/Superintendent Leadership Team goal setting meeting, and a date for the end-of-year progress meeting.
2. The Board will approve the Evaluation Document which will include: a defined rating system, i.e., numerical, descriptive, etc.; a space for written comments; a list of annual goals; and a progress report on prior year's goals. It will serve as a worksheet for the Board composite evaluation of the Superintendent.
3. The Superintendent will use information from a 360-degree evaluation tool to identify leadership goals. The Board/Superintendent Leadership Team will decide which groups will be surveyed and define the questions of the survey.
4. The Superintendent's self-evaluation will consist of a two-part process: Performance Standards and Annual Goals that will be presented as a formal report to the Board.
5. The Board will then complete a formative review of the Superintendent's performance at the end of the school year. Each Board member will fill out the evaluation worksheets for Performance Standards and Annual Goals. The Board will then prepare a composite evaluation (executive session allowed) to be presented to the Superintendent. The Summary becomes a public document.

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Madison Metropolitan School District
Superintendent Position Description

Qualifications: 1. Wisconsin Certification as a District Administrator
(Required) 2. A minimum of five (5) years successful experience as an administrator in progressively responsible positions.

Qualifications: 1. Doctoral degree from an accredited program
(Desired)

Reports to: Board of Education of the Madison Metropolitan School District

Supervises: Assistant Superintendents for Elementary and Secondary Schools
 Assistant Superintendent for Business Services
 Executive Directors for Madison School and Community Recreation, Human Resources, Teaching and Learning, and Educational Services
 Directors for Public Information and Student Services/Alternative Education
 Special Assistant to the Superintendent for Race and Equity
 Chief Information Officer
 General Counsel
 Chief of Staff
 Executive Assistants

Position Goal: To provide leadership to improve student learning by developing a collective district vision and shaping district culture; developing procedures for working with the Board of Education to define mutual expectations; articulating district purpose and priorities to the community and aligning constituencies in support of district priorities; demonstrating executive leadership by establishing operational plans and processes; overseeing the design of effective curriculum, instruction and assessment systems; applying effective staff development, supervision and evaluation models; and understanding and modeling appropriate value systems, ethics and moral leadership.

Terms of 12-month position with salary and benefits as determined by the
Employment: Board of Education

Professional Responsibilities

1. A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
 - a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - b. Uses research and/or best practices in improving the educational program.

- c. Articulates and promotes high expectations for teaching and learning.
 - d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
 - e. Provides leadership for major initiatives and change efforts.
 - f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
2. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- a. Provides leadership for assessing, developing and improving climate and culture.
 - b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - e. Evaluates staff and provides ongoing coaching for improvement.
 - f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - h. Promotes collaboration with all stakeholders.
 - i. Is easily accessible and approachable to all stakeholders.
 - j. Is highly visible and engaged in the school community.
 - k. Articulates the desired school culture and shows evidence about how it is reinforced.
3. A superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.
- a. Complies with state and federal mandates and local board policies.
 - b. Recruits, selects, inducts, and retains staff to support quality instruction.
 - c. Addresses current and potential issues in a timely manner.
 - d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - f. Communicates effectively with both internal and external audiences about the operations of the school.
4. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
 - b. Promotes and supports a structure for family and community involvement in the education system.

- c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
 - d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
5. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and an ethical manner.
 - a. Demonstrates ethical and professional behavior.
 - b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
 - c. Fosters and maintains caring professional relationships with staff.
 - d. Demonstrates appreciation for and sensitivity to diversity in the school community.
 - e. Is respectful of divergent opinions.
6. A superintendent is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economical, legal and cultural context.
 - a. Collaborates with service providers and other decision-makers to improve teaching and learning.
 - b. Advocates for the welfare of all members of the learning community.
 - c. Designs and implements appropriate strategies to reach desired goals.
7. This job description is subject to change, and in no manner implies that the superintendent performs only the responsibilities and duties listed herein. The superintendent must perform these and other duties as may be assigned by the board, both consistent with local board policies and state and federal laws.

Professional Standards for the Superintendent

Standard 1: Strategic Leadership and District Culture

The superintendent demonstrates executive leadership in developing a collective district vision; shaping school culture and climate; using information; framing problems; exercising leadership processes to achieve common goals; and acting ethically for educational communities.

Standard 2: Policy and Governance

The superintendent will develop procedures for working with the board of education that define mutual expectations, working relationships, and strategies for formulating district policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; and recognize and apply standards involving civil and criminal liabilities.

Standard 3: Communications and Community Relations

The superintendent will articulate district purpose and priorities to the community and mass media; request and respond to community feedback; demonstrate consensus building and conflict mediation; identify, track, and deal with issues; formulate and carry out plans for internal/external communication; exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of district priorities; build coalitions to gain financial and programmatic support; formulate strategies for referenda; and relate political initiatives to the welfare of children.

Standard 4: Leadership and Organizational Management and School Finance

The superintendent will demonstrate executive leadership by establishing operational plans and processes that reflect an understanding of school finance, resource allocation, and systems management so that progress can be monitored and adjustments made when necessary.

Standard 5: Curriculum Planning and Development

The superintendent must be able to oversee the design of curriculum and the development of a strategic curriculum plan that is standards based and enhances teaching and learning in multiple contexts.

Standard 6: Instructional Management

The superintendent will exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes. He or she will also describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.

Standard 7: Staff Evaluation and Personnel Management

The superintendent will demonstrate executive leadership by applying effective staff evaluation models and processes to staff performance; developing personnel recruitment, selection, development, and promotion procedures; understanding legal issues related to personnel administration; and implementing effective evaluations and/or audits of the deployment of available human resources.

Standard 8: Values and Ethics of Leadership

The superintendent should understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt education programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as a caring informed citizen.

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