ISBA/IAPSS Superintendent Evaluation Benchmarks and Indicators

1. Human Capital Manager – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.

	Indicators	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	Recruitment, retention, and promotion of administrative leadership.	Superintendent has provided evidence of a clearly developed plan and implementation to promote, recruit and retain district administrators.	The superintendent has articulated a plan to promote, recruit, and retain district administrators, but has not fully produced clear evidence of a developed plan.	The superintendent has expressed an intention to produce a plan to promote, recruit and retain district administrators.	The superintendent has neither articulated or produced a plan to promote, recruit and retain district administrators.
1.2	The superintendent creates professional development system for school administrators	The superintendent clearly articulates a plan for professional development and support for school administrators and shows evidence of the implementation and success of the plan.	The superintendent clearly articulates a plan for professional development and support for school administrators but lacks some evidence of full implementation and success.	The superintendent is aware of the need for a professional development plan, but there is little evidence of a clearly established plan and implementation.	The professional development plan is typically "one size fits all," and there is no evidence of a plan to address specific administrator needs.
1.3	The superintendent identifies and mentors emerging leaders to assume key leadership responsibilities.	The superintendent has identified and mentored multiple administrators or instructional personnel who have assumed administrative positions and/or administrative responsibilities.	The superintendent has identified and mentored at least one emerging leader to assume leadership responsibility in an instructional leadership role.	The superintendent has identified the need for leadership mentorship but has provided minimal evidence of any training to an emerging school leader.	There is no evidence of an effort to develop any leadership skills in others.

2. **Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.**					
Indicators		**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	The superintendent demonstrates the use of student achievement data to make instructional leadership decisions.	The superintendent can consistently document examples of decisions throughout the corporation that have been made based on data analysis and consistently articulates improvements or needs for improvement based on those decisions.	The superintendent can document many examples of decisions throughout the corporation that have been made based on data analysis and usually but not consistently articulates improvements or needs for improvement based on those decisions.	The superintendent can document some examples of decisions throughout the corporation that have been made based on data analysis and occasionally articulates improvements or needs for improvement based on those decisions.	The superintendent rarely shows evidence that he/she utilizes data to make decisions throughout the corporation and rarely articulates improvements or needs for improvement based on those decisions.
2.2	The superintendent demonstrates evidence of student improvement through student achievement results.	A consistent record of improved student achievement exists on multiple indicators of student success that meet or exceed performance goals.	The superintendent reaches the targeted performance goals for student achievement but cannot show evidence of exceeding performance goals.	Some evidence of improvement exists, but in general, there is insufficient evidence of meeting student achievement goals.	The superintendent takes no responsibility for the data outcomes and has not taken decisive action to improve student achievement.
2.3	The superintendent actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement.	The superintendent presents a clear plan that is being implemented to engage stakeholders and use their feedback to inform student achievement decisions.	The superintendent frequently seeks input from various stakeholders but cannot articulate a plan for continuous engagement.	The superintendent rarely seeks input from various stakeholders in matters related to the improvement in student achievement.	The superintendent seeks no input from various stakeholders and makes all decisions related to the improvement in student achievement in isolation.

3. **Professional Behavior – The superintendent models professional behaviors when representing the school corporation and engaged in professional duties.**					
Indicators		**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.1	The superintendent organizes time and prioritizes tasks for effective leadership throughout the corporation.	The organization skills of the superintendent support innovative and creative activities that involve the necessary people in the corporation's leadership. The superintendent incorporates project management skills, systems thinking, and detailed follow-up procedures to ensure that effective corporation decisions are made.	The organization skills of the superintendent allows for some innovations and some time to engage in creative activities but does not always involve the necessary people in the corporation's leadership. Most tasks are managed, but sometimes project management skills and follow-up procedures are lacking to ensure that effective corporation decisions are made.	The organization skills of the superintendent lacks detail and often does not involve the leadership people in the corporation. Most tasks are managed by the superintendent, who lacks project management skills and follow-up procedures to ensure effective corporation decisions are made.	Tasks are managed in a haphazard fashion. There is little or no evidence of established project management skills and follow-up procedures to ensure effective corporation decisions are made.
3.2	The superintendent models professional, ethical, and respectful behavior at all times and expects the same behavior from others.	The superintendent is an exemplary model of appropriate professional behavior and expects like treatment.	On a regular basis the superintendent displays appropriate professional behavior.	Occasionally the superintendent has not displayed appropriate professional behavior.	The superintendent does not display appropriate professional behavior.

4. **Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve organizational results.**					
Indicators		**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
4.1	The superintendent actively engages in communication with parents and community.	The superintendent has identified key stakeholders and regularly participates in meetings and other activities to gain valuable input. The superintendent also regularly updates the board on engagement with key stakeholders and works collaboratively with the board and administration to identify strategic use for their input.	The superintendent has identified key stakeholders and often participates in meetings and other activities to gain valuable input. The superintendent does update the board on engagement with key stakeholders but could work more collaboratively with the board and administration to identify strategic use for their input.	The superintendent needs to identify key stakeholders and participate in meetings and other activities to gain valuable input. The superintendent occasionally updates the board on engagement with stakeholders but lacks a collaborative approach to identify strategic use for their input.	The superintendent fails to engage with key stakeholders and fails to gain valuable input. The superintendent fails to update the board on engagement with stakeholders and shows no inclination for collaboration.
4.2	The superintendent seeks and maintains partnerships with community businesses and agencies.	The superintendent identifies, develops, and maintains partnerships with community businesses and agencies and uses those partnerships strategically to enhance student support, and achievement.	The superintendent identifies, develops, and maintains partnerships with community corporations and agencies but lacks a strategic direction to fully implement those to enhance student support and achievement.	The superintendent has attempted to develop partnerships with community corporations and agencies but lacks evidence of their use and purpose to enhance student support and achievement.	The superintendent does not seek partnerships with community corporations and agencies nor a strategic plan for their use.
4.3	The superintendent keeps the school board informed on issues, needs, and the overall operations of the school corporation.	The superintendent communicates with all school board members routinely, using a variety of methods to ensure all board members have the same information.	The superintendent communicates with all school board members, but information is inconsistent, and some members have more information than others.	The superintendent only communicates with selected school board members, not the entire board.	The superintendent has minimal communication with the school board outside of meetings.

4.4	The superintendent encourages open communication and dialogue with school board members.	The superintendent has created a culture where input and feedback from all school board members is both sought and encouraged at all times.	The superintendent has created a culture that is not consistently open to input and feedback from all school board members.	The superintendent only seeks input and feedback from select school board members.	The superintendent rarely seeks input from the school board and makes decisions unilaterally.
4.5	The superintendent provides the school board with a written agenda and background material before each board meeting.	The superintendent works with the board president to create an agenda that prioritizes items related to student achievement and corporation goals. Complete and thorough background material is provided so that the board is able to make an informed decision at the public meeting.	The superintendent is reluctant to collaborate with the board president to create the agenda and is less likely to focus on student achievement and corporation goals. Adequate background material is provided to allow the board to make an informed decision, but it could be more complete.	The superintendent creates an agenda without board collaboration that occasionally includes items related to student achievement and corporation goals. Limited background material is provided, which limits the board's ability to make an informed decision.	The superintendent creates an agenda without board input that lacks a focus on student achievement and corporation goals. The superintendent provides insufficient background material, so the board is unable to make an informed decision.

5. Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation's vision of success for every student.					
Indicators		**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
5.1	The superintendent establishes rigorous academic goals and priorities that are aligned with the corporation's strategic plan and systematically monitored for continuous improvement.	The superintendent regularly reports on the progress of rigorous academic goals and corporation academic priorities. The superintendent regularly monitors progress on achieving goals and revises implementation strategies when necessary to achieve the goals.	The superintendent occasionally reports on the progress of the academic rigor and academic priorities. The superintendent occasionally monitors progress on goals and occasionally revises implementation strategies.	The superintendent rarely reports on the progress of the academic rigor and academic priorities. The superintendent rarely monitors progress on goals and rarely revises implementation strategies.	The superintendent lacks evidence of goals and school improvement priorities. The superintendent lacks evidence that strategies and progress are monitored.
5.2	The superintendent ensures that all students have full and equitable access to educational programs, curricula, and support systems.	The superintendent works collaboratively with the administrative team to provide expectations and resources to teachers and school staff for the needs of all students. Outcome data is clear and consistently shared with the board and community.	The superintendent establishes clear expectations and provides resources that enable administrators and teachers to meet the needs of most students. Outcome data could be more clear and shared more consistently with the board and community.	The superintendent establishes general expectations, but resources are not allocated based on students' identified needs. Outcome data is not as clear as it should be and is not consistently shared with the board and community.	The superintendent does not establish clear expectations and resources are not allocated on the basis of any identified needs of students. Outcome data is rarely shared with the board or the community.
5.3	The superintendent expects building leaders to build productive and respectful relationships with parents/guardians and engage them in their children's learning.	The superintendent sets clear expectations and provides multiple resources to support administrators to consistently and regularly engage all families in facilitating their children's learning at school and home.	The superintendent sets general expectations and provides adequate resources for administrators to regularly engage families in facilitating their children's learning at school and home.	The superintendent sets minimal expectations and provides occasional resources for administrators to engage families in facilitating their children's learning at school and home.	The superintendent has not set expectations or provided resources for administrators to engage with families on ways to facilitate their children's learning at school and home.

6. Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.					
Indicators		**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
6.1	The superintendent uses qualitative and quantitative data to align resource allocation to the student achievement goals of the district.	Data, from a wide range of sources, including qualitative and quantitative, are referenced in all decisions. Numerous examples of resource allocation aligned to the district's goals can be found.	Data is frequently used to align resources to student achievement goals of the district. Some examples of resource allocation aligned to the district's goals can be found.	Data is occasionally used to align resources to student achievement goals of the district. There are few examples of resource allocation aligned to the district's goals.	Data is rarely used to align resources to student achievement goals of the district. There are rare examples of resource allocation aligned with the district's goals.
6.2	The superintendent demonstrates personal proficiency in technology implementation and utilization.	The superintendent seeks new opportunities for technological learning and empowers the administrative team to use technology to enhance collaboration, and to achieve district goals.	The superintendent is open to the use of new technology but is not able to show consistent opportunities for technological learning or the use of technology to enhance collaboration and to achieve district goals.	The superintendent is resistant to the incorporation of new technology and does not encourage its use to enhance collaboration and to achieve district goals.	The superintendent shows no initiative to incorporate the use of technology and its potential for enhancing collaboration and achieving district goals.
6.3	The superintendent oversees the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	The superintendent ensures there are updated procedures in place to address the safety of students and staff. The superintendent ensures staff is properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place and necessary actions are taken to	The superintendent ensures there are procedures in place to address the safety of students and staff. The superintendent routinely ensures that staff training is in place in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. Periodic reviews of these procedures are in place, but there is not sufficient evidence of necessary	The superintendent has minimal procedures in place to address the safety of students and staff. The superintendent periodically ensures opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services. There are occasional, unscheduled reviews of these procedures.	The superintendent fails to ensure that procedures are in place that he/she can identify to address the safety of students and staff. The superintendent fails to provide opportunities for staff training with respect to the corporation's physical plant, equipment, and auxiliary services.

		address operational deficiencies.	actions taken to address operational deficiencies.		
6.4	The superintendent provides responsible fiscal stewardship.	The superintendent works collaboratively with his/her administrative team to maintain a fiscally sound financial budget, monitor expenditures and reallocate savings to help the corporation achieve its strategic priorities. The superintendent always seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources.	The superintendent maintains a fiscally sound financial budget, monitors expenditures to be used in an efficient manner, and reallocates those savings to help the corporation achieve its strategic priorities. The superintendent frequently seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. The superintendent occasionally seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources.	The superintendent lacks proficiency in budgetary practices to focus resources on strategic priorities. The superintendent rarely seeks opportunities to increase fiscal resources that align with the district's priorities, e.g., grants, donations, and community resources.
6.5	The superintendent demonstrates compliance with legal requirements.	The superintendent demonstrates an understanding of the legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements.	The superintendent demonstrates an awareness of the legal standards and board policy requirements of the school corporation but does not consistently adhere to those standards and requirements.	The superintendent has limited knowledge of legal standards and/or board policy requirements, and does not show that he/she adheres to those standards and requirements.	The superintendent has minimal knowledge of legal standards and/or board policy requirements and rarely adheres to those standards and requirements.