

The board will conduct an ongoing evaluation of the superintendent's skills, abilities and competence. The board will evaluate the performance of the superintendent, providing feedback and direction related to demonstrated skills, abilities, competence, and continuing professional growth. At a minimum, the board will formally evaluate the superintendent on an annual basis.

The process of evaluating the superintendent is an important tool in the improvement effort of the district. The process is designed to define the board's expectations, enhance communication, create a positive working relationship between the board and superintendent, clarify and prioritize district goals, and encourage the superintendent to focus attention on the critical responsibility of improving achievement for all students. The purpose of the evaluation system is professional growth, performance improvement and accountability to ensure that our district and our schools have the strongest leadership possible.

The evaluation will include an assessment of the superintendent's competence in meeting the Iowa Standards for School Administrators and goals of the superintendent's individual professional development plan and job targets. Iowa Standards for School Administrators specify that administrators, including the superintendent, are expected to perform as educational leaders who promote the success of all students by engaging in the following standards:

Iowa's Standards for School Leaders (*adopted 11.18.20 / effect date: July 2021*)

STANDARD 1. MISSION, VISION, AND CORE VALUES

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Educational leaders manage school operations and resources to promote each student’s academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

The evaluation process will also include an opportunity for the superintendent to conduct a self-evaluation. This self-evaluation will occur prior to the superintendent reviewing and discussing the board’s evaluation.

The evaluation process will also include an opportunity for the superintendent and the board to discuss the board’s review, including the written criteria; the superintendent’s self-evaluations; review feedback from staff, students, and parents as appropriate; analyze the performance of the superintendent over the past year; and finalize the professional growth plan and job targets established by the superintendent for the next year.

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