

	A	B	C	D	E
1	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
2	<b>KEY: Print and Boxes</b>				
3	<b>A. Black Bold Print -- Wisconsin Administrative Leadership Standard</b>				
4	<b>B. Red Print -- Selected Indicator of Leadership Standard</b>				
5	<b>C. Blue Print -- Local Task -- Job Description, Specific Task, or Key Goal</b>				
6	<b>D. Box Color -- Indicates Evaluation Time Period and Type of Evaluation</b>				
7					
8	<p><b>Rating Scale -- OPTIONAL</b> Use the following levels of performance for making judgments in each area:</p> <p><b>Level #1 - "Needs Development"</b> This level means that some aspects of the superintendent's performance are satisfactory, but that particular aspects of the performance are not as well developed as they should be and therefore the performance generally falls somewhat below the desired level of satisfaction. Note: If you use this level for ranking, you are to provide an explanation in the "Supporting Evidence or Comments" area.</p> <p><b>Level #2 - "Meet Expectations"</b> This level means that the performance of the superintendent is generally adequate, satisfactory, and acceptable. Some aspects of this performance may be especially strong but not sufficiently strong to make the rating of total performance outstanding.</p> <p><b>Level #3 - "Outstanding"</b> This level means that though some of the aspects of the total performance are adequate and satisfactory, there are other aspects that reveal outstanding performance and perception, therefore the performance of the tasks is, in general, especially noteworthy and commendable. Note: If you use this level for ranking, you are to provide an explanation in the "Supporting Evidence or Comments" area.</p> <p><b>Level # DK - "Don't Know"</b> This level means that the board simply does not know if this activity has been engaged in.</p>				

# School District Name

## District Administrator / Superintendent Evaluation Analysis - Work Form

Date Used: \_\_\_\_\_

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9	<b>DIRECTIONS:</b>				
10	1. Review the Superintendent Evaluation Analysis Form.				
11	2. You can use the <i>optional</i> rating scale to record your personal perception.				
12	3. You will focus on the <b>BLUE</b> print indicators under Standards 2 thru 7.				
13	4. You can record any specific comments under each Standard or at the end.				
14	5. You should complete information in the time period columns ( <b>provide color</b> ) .				
15	6. You can add overall comments or suggested goals on Page 15.				
16	7. Your individual responses will create a basis for discussion at the meeting.				
17	8. State Indicators - <b>RED</b> print - are provided to offer guidance on expectations.				
18	9. There are no wrong responses -- this is your individual perception.				
19	10. This <b>Work Form</b> needs to be completed before ( <b>provide date</b> )				
20					
21	Note: The <b>Work Form</b> was designed to facilitate a yearly evaluation process as well, if desired.				
22					
23					
24	<b>ONE: The administrator has an understanding of and demonstrates competence in the TEN Teacher Standards.</b>				
25	The state indicators or attributes for Standard One are usually not identified in a District Administrator / Superintendent of Schools Job Description.				
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29	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
30	<b>Two: The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.</b>				
31	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to:</i>				
32	<i>Use a collaborative process for developing and implementing a vision for student achievement.</i>				
33	<i>Communicate and takes action to achieve the district vision.</i>				
34	<i>Facilitate and engage in activities that promote increased student achievement in a diverse school community.</i>				
35	<i>Develop plans to monitor program development and implementation to achieve district goals.</i>				
36	<i>Communicate effectively to stakeholders regarding progress with school improvement plan goals.</i>				
37	<b>LIST LOCAL INDICATORS:</b>				
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	A	B	C	D	E
	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
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	<b>COMMENTS:</b>				
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51	<b>Semi-Annual Session - Standard Two</b> (Optional - Individual Rating Scale: ____)				
	<b>NOTED Achievements or Comments - Standard Two (Semi - Annual Session)</b>				
52					
53	<b>Annual Session - Standard Two</b> (Optional - Individual Rating Scale: ____)				
	<b>NOTED ACHIEVEMENTS or COMMENTS- Standard Two (ANNUAL SESSION)</b>				
54					
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		April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
56	Standard -- Key Indicator / Attribute				
57	<b>Three: The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.</b>				
58	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to...</i>				
59	Develop, promote, and communicate a positive school district culture that improves district practices and increases student achievement.				
60	Guide and support long-term district-wide professional development consistent with ongoing improvement of student learning and promote the use of differentiated strategies, materials, and technologies to maximize instructional time and ensure high levels of student achievement.				
61	Identify capacity-building strategies for developing district leadership.				
62	Understand and use effective oral and written communication techniques regarding district instructional programs, personnel, and status.				
63	<b>LIST LOCAL INDICATORS:</b>				
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	A	B	C	D	E
		April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
73	Standard -- Key Indicator / Attribute				
	Comments:				
74					
75	Semi-Annual Session - Standard Three (Optional - Individual Rating Scale: ____)				
	NOTED Achievements or Comments - Standard Three (Semi - Annual Session)				
76					
77	Annual Session - Standard Three (Optional - Individual Rating Scale: ____)				
	NOTED ACHIEVEMENTS or COMMENTS - Standard Three (ANNUAL):				
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	A	B	C	D	E
	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
85	<b>Four: The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.</b>				
86	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to:</i>				
87	Evaluate and supervise district leadership to support effective instructional practices that lead to high levels of student achievement.				
88	Obtain, allocate, align and use human, fiscal, operational, and technological resources for strategic alignment resources with district priorities.				
89	Ensure a safe, efficient, healthy and productive school environment, including all sites, facilities, and services which supports the well-being of the school district community.				
90	Identify, obtain, allocate, and monitor appropriate fiscal funding, resources for the needs of the school district, including planning and budgeting.				
91	Model effective communication, decision-making, time management, collaboration, and use effective technology practices for the management of all district operations.				
92	<b>LIST LOCAL INDICATORS:</b>				
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		April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
102	Standard -- Key Indicator / Attribute				
	Comments:				
103					
104	<b>Semi-Annual Session - Standard Four</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED Achievements or Comments - Standard Four (Semi - Annual Session)</b>				
105					
106	<b>Annual Session - Standard Four</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED ACHIEVEMENTS or COMMENTS- Standard Four (ANNUAL)</b>				
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114	<b>Five: The administrator models collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.</b>				
115					
116	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to:</i>				
117	<i>Attend, facilitate and participate in school and community events, activities and organizations.</i>				
118	<i>Mobilize community support for district financial initiatives, including referenda.</i>				
119	<i>Recognize, respect and respond to the needs of families and community groups.</i>				
120	<i>Employ multiple communication strategies to engage and collaborate effectively with all stakeholders.</i>				
121	<b>LIST LOCAL INDICATORS:</b>				
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		April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
131	Standard -- Key Indicator / Attribute				
	Comments:				
132					
133	<b>Semi-Annual Session - Standard Five</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED Achievements or Comments - Standard Four (Semi - Annual Session)</b>				
134					
135	<b>Annual Session - Standard Five</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED ACHIEVEMENTS or COMMENTS - Standard Five (ANNUAL):</b>				
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143	Standard -- Key Indicator / Attribute				
144	<b>Six: The administrator acts with integrity, fairness, and in an ethical manner.</b>				
145	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to:</i>				
146	Develop, implement and evaluate district policies and procedures that support democratic values, equitable practices and a respect for diversity district-wide.				
147	Model and facilitate ethical resource allocation, problem solving, change management, planning, conflict management, and evaluation processes.				
148	Evaluate and understand the potential moral and legal consequences of decisions.				
149	Model fairness, integrity, and ethical behavior through self-awareness, reflective practices, and transparency.				
150	<b>LIST LOCAL INDICATORS:</b>				
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	A	B	C	D	E
	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months July, August, September)	January (Months - October, November, December)
160	Comments:				
161					
162	<b>Semi-Annual Session - Standard Six</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED Achievements or Comments - Standard Six (Semi - Annual Session)</b>				
163					
164	<b>Annual Session - Standard Six</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED ACHIEVEMENTS or COMMENTS - Standard Six (ANNUAL):</b>				
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173					
	<b>Seven: The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.</b>				
174					
175	<i>A Wisconsin Superintendent will have knowledge about and demonstrate skill abilities to:</i>				
	Promote collaborative relationships and support for the district through open communication with local, state, and federal decision-makers, community stakeholder groups, and the board of education.				
176					
	Work with the board of education, district, and local leaders to influence policies that benefit students, promote an equitable and culturally relevant instructional program, and support the improvement of teaching and learning.				
177					
	Identify, analyze, and resolve district and community challenges considering the larger political, social, cultural, economic and historical context that affects student achievement.				
178					
	Ensure that policies, laws, regulations, and procedures are complied with and communicated to appropriate district stakeholders.				
179					
	<b>LIST LOCAL INDICATORS:</b>				
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		April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
188	Standard -- Key Indicator / Attribute				
	Comments:				
189					
190	<b>Semi-Annual Session - Standard Seven</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED Achievements or Comments - Standard Six (Semi - Annual Session)</b>				
191					
192	<b>Annual Session - Standard Seven</b> (Optional - Individual Rating Scale: _____)				
	<b>NOTED ACHIEVEMENTS or COMMENTS- Standard Seven (ANNUAL):</b>				
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	A	B	C	D	E
199	Standard -- Key Indicator / Attribute	April (Months - January, February, March)	July (Months - April, May, June)	October (Months - July, August, September)	January (Months - October, November, December)
200	<b>Overall General Comments and/or Notes:</b>				
201	<b>Suggested Goal / Concept:</b>				
202	<b>Suggested Goal / Concept:</b>				
203	<b>Suggested Goal / Concept:</b>				
204	<b>OTHER COMMENTS:</b>				