

# **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

BEDFORD CENTRAL SCHOOL DISTRICT  
P O Box 180  
Mount Kisco, New York 10549

## **SUPERINTENDENT OF SCHOOLS PERFORMANCE EVALUATION 2016-2017**

The Board will undertake its responsibility to evaluate the performance of the Superintendent of Schools during the 2016-2017 fiscal year measuring against six accepted standards for leadership by a Superintendent of Schools:

1. Educational Leadership: The Superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Professional Learning Community Leadership: An educational leader 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.
3. Operations Leadership: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. Family and Community Leadership: An educational leader promotes the success of all students by (a) understanding the profile of the community, (b) responding to and influencing the larger political, social, economic, legal and cultural context, and (c) responding to diverse community interests and needs by mobilizing community resources
5. Personal Leadership: An educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. Goal Leadership: An educational leader promotes the success of all students through the facilitation of the achievement of District, Board, and Superintendent goals.

The evaluation will be completed during June 2017, with a mid-year review to be scheduled in January 2017. The Board's evaluation of the Superintendent will be based upon the extent to which the Superintendent meets each of the six standards and their supporting descriptors, utilizing the following data gathering methods:

- Ongoing Board observations
- Board review of a portfolio of print and non-print materials maintained by the superintendent
- Colleague and client feedback to the Superintendent on the instrument contained in Attachment No. 1
- Reflective conversations between the Board and Superintendent at performance review sessions, utilizing conversational prompts displayed in the evaluation documents

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The Board will utilize the form in Attachment No. 2 to reach an overall rating of the extent to which the Superintendent meets each of the identified standards. It is anticipated that at least some of the Superintendent's personal goals for 2016-2017 will emanate from the results of the entry plan.

The purposes of the performance evaluation of the Superintendent are (a) to fulfill the employer-employee function anticipated in New York State statutes as well as the requirements of the employment contract with the Superintendent of Schools, (b) to facilitate the professional growth and development of the Superintendent, and (c) to insure that the school district benefits from the highest possible level of educational leadership from its superintendent.

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Attachment No. 2



**BEDFORD CENTRAL SCHOOL DISTRICT**

**SUPERINTENDENT EVALUATION:**

**A Standards and Client-Based  
Approach\***

[\* Adapted in part from Superintendent Evaluation: A Systems Approach, a joint publication of the Iowa Association of School Boards, The School Administrators of Iowa, and The Wallace Foundation, 2007]

## **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

**Standard No. 1, Educational Leadership: The Superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.*

- A. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
  - Identifies critical data elements with stakeholder groups (i.e. teacher leaders, principals, site-based teams, etc.)
  - Ensures data-driven goals are set for the building and district teams
  - Participates in planning process to establish measurable goals with all stakeholders
  
- B. Uses research and/or best practices in improving the educational program
  - Demonstrates knowledge of current research and best practice
  - Ensures staff has access to information and/or examples of current research and best practice
  - Aligns goals with current research and best practice about high quality instructional programs
  - Systematically engages stakeholders in discussions about current research and best practice
  
- C. Articulates and promotes high expectations for teaching and learning
  - Holds administrative team to established expectations for teacher and student performance
  - Works with stakeholders to establish expectations for teacher and student performance
  - Communicates and discusses expectations for teaching and learning with stakeholders
  - Promotes the belief that all students will master rigorous academic standards
  - Facilitates goal setting to improve student achievement
  
- D. Aligns and implements the educational programs, plans, actions, and resources with the district's Vision and Goals.
  - Ensures building-level goals and action plans are consistent with district goals
  - Ensures curriculum, instruction, and assessment alignment
  - Provides leadership for development of effective and meaningful school improvement plans
  - Makes decisions and allocates resources to support building and district goals

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- E. Provides leadership for major initiatives and change efforts
  - Demonstrates understanding of the change process
  - Systematically plans change efforts to improve student achievement
  - Uses knowledge of the school, district and community environment to inform planning and actions
  - Allocates resources to support initiatives and change efforts
  - Supports staff during the change process
  - Garners staff and community support for change
  
- F. Communicates effectively to various stakeholders regarding progress with school improvement plan goals
  - Uses multiple means of communication to report district progress to share and help all stakeholders understand district progress
  - Responds to stakeholder questions and/or concerns with information

***Possible questions Board members could ask to engage the Superintendent in reflective conversation [the questions are meant to guide the discussion and are not exhaustive nor would it be reasonable to expect the superintendent to respond to all questions]:***

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the district's initiatives, allocation of resources and student learning? (success? Achievement?)
- How are you supporting the accomplishment of Bedford Central's vision?
- How do our student achievement data compare to others?
- What are the factors that you believe will impact our long-range vision?
- What is the approach you use to developing and sustaining Bedford Central's Vision?
- How widely known is our vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
- Does our vision reflect the culture and climate of our community?

***Possible artifacts the Superintendent could use to demonstrate proficiency. Those listed are meant to provide examples of evidence of work on the standard. The artifacts listed are not exhaustive nor would it be reasonable to expect the superintendent to provide all of these artifacts.***

- Board Agendas/Administrative Team Agendas
- Media—Newsletter/paper articles/web site
- Presentations to groups, including teachers  
(shareholders/stakeholders)
- School Improvement Plans

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- Board and administrative goals
- Growth goals for administrators
- Board policy and administrative regulations that reflect a “new” vision with supporting materials
- Work with Site Based teams and district-wide committees
- Participation on state, regional, national initiatives
- “Observational” data from Board, staff, etc.
- Evidence of annual review of district’s mission statement and alignment to practice
- Communication “vehicles” that make the school vision visible to stakeholders

**Standard No. 1 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

## **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

**Standard No. 2, Professional Learning Community Leadership: The 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**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.*

- A. Provides leadership for assessing, developing and improving climate and culture
  - Articulates a plan to improve/sustain the desired climate and culture
  - Defines a set of core values, which reflect the desired climate and culture
  - Facilitates the assessment of the current implementation of plans and alters as necessary, based on data sources
  - Fosters a climate in which every student is well known, respected, and care for
  
- B. Systematically and fairly recognizes and celebrates accomplishments of staff and students
  - Develops a structure that ensures all students and staff earn recognition for work well done
  - Communicates accomplishments of staff and students to district stakeholders
  
- C. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students
  - Articulates desired effective teaching and learning experiences
  - Facilitates the utilization of effective current practices and innovations
  - Orchestrates processes to improve teaching and learning experiences
  - Facilitates the assessment of the results, which reflect the success of established processes
  
- D. Monitors and evaluates the effectiveness of curriculum, instruction and assessment
  - Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices
  - Facilitates the collection of data related to curriculum, instruction and assessment
  - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment

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- Ensures that a rigorous academic program is in place at each school
  - Ensures that each student is engaged in a rigorous course of study
  - Ensures that the curricular program is aligned with assessment systems
  - Ensures that the curricular program is aligned across grades and levels of schooling
  - Ensures that the regular and special programs (special education, ESL, etc.) are aligned
- E. Evaluates staff and provides ongoing coaching for improvement
- Demonstrates an familiarity with and expects the district to comply with, at a minimum, the New York State Learning Standards
  - Maximizes district evaluation process to improve staff performance
  - Initiates frequent conversations focused on continuous improvement
  - Initiates critical conversations about quality teaching
- F. Ensures staff members have professional development that directly enhances their performance and improves student learning
- Allocates resources to provide ongoing, research-based professional development
  - Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement
  - Solicits input from staff regarding professional development needs and planning
  - Collaborates with staff in the design of a plans which correlate with the New York State professional development planning model
- G. Uses current research and theory about effective schools and leadership to develop and revise the district's professional growth plan
- Demonstrates familiarity with current research and theory regarding effective schools and leadership
- H. Promotes collaboration with all stakeholders
- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school/district
  - Provides time and opportunities for collaboration
  - Provides meaningful opportunities for students to be engaged in school
  - Fosters a culture in which teachers collaboratively engage, on a routine basis, in the shared work of improving the instructional program
- I. Is easily accessible and approachable to all stakeholders
- Develops and communicates a process for stakeholders to communicate with the superintendent

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- J. Is highly visible and engaged in the school community
  - Interacts with stakeholders in ways that enhance their support for the district
  - Makes systematic and frequent visits to buildings and school and community activities
  
- K. Articulates the desired school culture and shows evidence about how it is reinforced
  - Develops a shared vision of the school culture
  - Collects, shares and analyzes data regarding school culture

***Possible questions Board members could ask to engage the Superintendent in reflective conversation [the questions are meant to guide the discussion and are not exhaustive nor would it be reasonable to expect the superintendent to respond to all questions]:***

- How do you monitor the culture and climate of the district? What are the key factors that you consider? For example:
  - Alignment of quality professional development for all staff
  - Norms about professionalism
  - Staff turnover analysis based on exit interviews
  - Student discipline data
  - Grievances
  - Absentee rates (staff and students)
  - Beginning teacher retention
  - Staff honors/recognitions and student recognitions
  - Open enrollment data
  - Student sub-group profiles re: participation rates in activities
  - Post-graduate surveys
  - Student achievement data
  - Student recognitions
- How do you support a culture where everything is focused on student achievement?
- How do you insure a culture of equality and equity?
- What standards do you set for yourself for professional development and growth?
- How do you tell if the resources we're investing in professional development make a difference in student achievement?
- What evidence can you provide that we're using the best research about quality professional development?

***Possible artifacts the Superintendent could use to demonstrate proficiency. Those listed are meant to provide examples of evidence of work on the standard. The artifacts listed are not exhaustive nor would it be reasonable to expect the superintendent to provide all of these artifacts.***

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- Professional Development Plan
- Log of school visits and conversations with staff (includes emails)
- Reflective journals
- Agenda of learning experiences of administrative teams
- Written communications
- Feedback from a wide variety of stakeholders about performance as the superintendent
- Surveys of staff/community
- Meeting logs of times with administrative staff/support staff
- Symbolic “pins” and programs from celebrations
- Student achievement data
- Reports and celebrations of student achievement to Board and other audiences
- Linkage of the New York State Professional Development Plan to student achievement goals
- Evidence of teachers examining student achievement data
- Climate assessments done with students, parents, and staff
- Log of presentations to staff and community
- Monthly calendar
- Written proposals for innovative practices
- Distribution of research to administrative team and to teachers
- Documentation of coaching and evaluation of principals
- Meaningful interpretive reports of student achievement data delivered in lay language

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**Standard No. 2 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

## **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

**Standard No. 3, Operations Leadership: The Superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.*

- A. Complies with state and federal mandates and local board policies
  - Ensures organizational compliance at all levels of local, state, and federal policies and mandates
  - Explains local, state, and federal policies and mandates to stakeholders
  - Allocates resources to support the compliance of local, state and federal policies and mandates
  - Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state and federal policies and mandates
  
- B. Recruits, selects, inducts, and retains staff to support quality instruction
  - Uses a variety of methods and resources to recruit highly qualified staff
  - Develops district procedures for hiring staff and ensures the process is followed
  - Ensures opportunities are provided for orientation, mentoring and ongoing support for staff
  
- C. Addresses current and potential issues in a timely manner
  - Identifies issues with the potential to impact the district
  - Develops plans to address the issues with the potential to impact the district
  - Uses appropriate methods to communicate plans
  
- D. Manages fiscal and physical resources responsibly, efficiently, and effectively
  - Allocates resources, including technology, to optimize student learning
  - Implements and communicates effective budgetary policies and procedures
  - Assesses district facility needs and develops plans to meet those needs
  
- E. Protects instructional time by designing and managing operational procedures to maximize learning
  - Develops a school calendar to optimize student learning
  - Works with the Board to develop policies and procedures to optimize student learning

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- F. Communicates effectively with both internal and external audiences about the operation of the school district
- Ensures the development and maintenance of a district communication plan
  - Gathers information and input from a variety of sources prior to communicating
  - Communicates accurate information to appropriate audiences in a timely manner

***Possible questions Board members could ask to engage the Superintendent in reflective conversation [the questions are meant to guide the discussion and are not exhaustive nor would it be reasonable to expect the superintendent to respond to all questions]:***

- What strategies do you use to monitor the general operations of the district?
- How do you identify areas for improvement?
- How do you insure that the district's general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How do our financial data compare to other school districts of comparable size and demographics?
- How often do you have critical conversations with the Assistant Superintendent for Business about the financial health of, and financial safeguards for, the school district?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the district?

***Possible artifacts the Superintendent could use to demonstrate proficiency. Those listed are meant to provide examples of evidence of work on the standard. The artifacts listed are not exhaustive nor would it be reasonable to expect the superintendent to provide all of these artifacts.***

- Administrative "calendar"
- Report of independent and Comptroller audits
- Grants received/applied for to align the district's goals with its operation
- Orientation plan for new Board members to help them understand the unique aspects of New York State school finance
- The Five Year Facilities Plan
- Demographic studies for the school district
- Policies and procedures for management of funds
- Plans for handling emergencies within the district
- Policies supporting the hiring practices of the district
- Handbooks for employees
- Board meeting agendas
- New York State reports on school district operations (CAR, Report Cards)
- Meeting records from discussions about fiscal health of the district
- Administrative team meeting agendas

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**Standard No. 3 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

## **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

**Standard No. 4, Family and Community Leadership: The Superintendent is an educational leader who promotes the success of all students by (a) understanding the profile of the community, (b) responding to and influencing the larger political, social, economic, legal and cultural context, and (c) responding to diverse community interests and needs by mobilizing community resources.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.*

- A. Engages family and community by promoting shared responsibility for student learning and support of the educational system
  - Ensures the involvement of students, families, and community members in the decision-making process to enhance student achievement
  - Promotes collaborative opportunities to enhance district achievement
  - Builds partnerships with community groups to support district goals
  
- B. Promotes and supports a structure for family and community involvement in the education system
  - Establishes systems for school and stakeholders to communicate with one another
  - Collects and uses input/feedback from families and community for decision making
  - Provides for skill development to family and community to support student learning
  - Models equity in engaging stakeholders that represent the diversity of the school community
  - Secures resources from the larger community to support school goals
  
- C. Facilitates the connections of students and families to the health and social services that support a focus on learning
  - Ensures process exists for connecting students and families to appropriate health and social services
  
- D. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning
  - Interacts with parents in ways that enhance their support for student learning
  - Fosters responsibility among staff to provide a welcoming culture for all
  - Promotes respect for diversity
  - Capitalizes on the diversity of the school district

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- E. Collaborates with service providers and other decision-makers to improve teaching and learning
  - Participates in efforts for improved education through the political process
  - Responds to community needs by supporting educational programs
  - Interacts with organizations to enhance support for schools
  
- F. Advocates for the welfare of all members of the learning community
  - Serves as educational liaison to the community
  - Advocates for children and families in the larger community
- G. Designs and implements appropriate strategies to reach desired goals
  - Assesses needs and analyzes data before making decisions
  - Provides opportunities for input from all stakeholders
  - Understands the community profile and its relationship to the global society
  - Ensures the infusion of global understandings in program design and implementation

***Possible questions Board members could ask to engage the Superintendent in reflective conversation [the questions are meant to guide the discussion and are not exhaustive nor would it be reasonable to expect the superintendent to respond to all questions]::***

- What data do you have that indicates the level of meaningful parent involvement in their children's education?
- What steps have you taken to initiate community partnerships around district goals? What are the results of the initiatives?
- How do you reach out to unengaged parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc.?
- What do you do to model a healthy balance between professional and personal responsibilities to families in our district?
- What service providers are we working with or networking with, and what is the impact of those efforts?
- What steps are you taking to collaborate with other districts, institutions, and organizations and on what issues?
- What steps are you taking to insure that our students and our school district will be prepared for the changing demographics of our community, state, and nation?
- What are some examples of your efforts to advocate for our district, for all students, and for education in general?

***Possible artifacts the Superintendent could use to demonstrate proficiency. Those listed are meant to provide examples of evidence of work on the standard. The artifacts listed are not exhaustive nor would it be reasonable to expect the superintendent to provide all of these artifacts.***

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- Meeting logs/minutes of committee meetings
- Level of volunteerism in the district
- Numbers of parent-teacher conferences held
- Number of hits on the district web site
- Community survey results
- Election results that impact budget and other resources
- Written communications
- A listing of partners with the school district
- Parent participation in adult ed opportunities in parenting
- Inter-agency agreements
- Personal contacts with parents and partners
- Attendance at open houses
- Memberships in service and other community organizations
- Sample communications to parents
- Communication logs with legislators
- Participation in non-school community activities
- Participation in professional associations
- Participation in state-level task forces
- Involvement with institutions of higher learning
- Sample inter-agency agreements
- Involvement with school safety organizations
- Report of independent and Comptroller audits
- Grants received/applied for to align the district's goals with its operation
- Orientation plan for new Board members to help them understand the unique aspects of New York State school finance
- The Five Year Facilities Plan
- Demographic studies for the school district
- Policies and procedures for management of funds
- Plans for handling emergencies within the district
- Policies supporting the hiring practices of the district
- Handbooks for employees
- Board meeting agendas
- New York State reports on school district operations (CAR, Report Cards)
- Meeting records from discussions about fiscal health of the district
- Administrative team meeting agendas

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**Standard No. 4 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

## **DISTRICT, BOARD, and SUPERINTENDENT GOALS 2016-2017**

**Standard No. 5, Personal Leadership: The Superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

*The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a superintendent demonstrate competence on all descriptors.*

- A. Demonstrates ethical and professional behavior
  - Adheres to state and federal mandates
  - Adheres to board policies, district procedures, and contractual obligations
  - Adheres to professional standards of behavior
  - Treats people fairly and with respect
  
- B. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
  - Portrays a positive attitude about the ability of staff and students to accomplish substantial goals
  - Supports major initiatives
  - Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders
  
- C. Fosters and maintains caring professional relationships with staff
  - Remains aware of personal needs of the staff
  - Is informed about significant personal issues in the lives of the staff
  - Acknowledges significant events in the lives of the staff
  
- D. Demonstrates appreciation for and sensitivity to diversity in the school community
  - Practices equity in meeting district needs
  
- E. Is respectful of divergent opinions
  - Solicits the opinion of others

***Possible questions Board members could ask to engage the Superintendent in reflective conversation [the questions are meant to guide the discussion and are not exhaustive nor would it be reasonable to expect the superintendent to respond to all questions]:***

- How do you apply ethical decision-making with staff, students, parents and other stakeholders?
- How do you confront and resolve any ethical issue that arises re: interactions among staff, staff and students, students and students, board members, board members and school personnel, board members and community members?
- What strategies do you employ when dealing with ethical issues such as treating all students equitably, insuring that under-

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performing students are given extra supports, creating a safe learning environment for all students, etc.?

- How do you model integrity, fairness and ethical behavior?
- When have you drawn an ethical “line in the sand”?
- What evidence can you provide that your decisions are based on the “greater good” of all students and the system as a whole?
- What values and beliefs are central to how you approach ethical dilemmas?
- What standards do you set for yourself for your own professional development and growth?

***Possible artifacts the Superintendent could use to demonstrate proficiency. Those listed are meant to provide examples of evidence of work on the standard. The artifacts listed are not exhaustive nor would it be reasonable to expect the superintendent to provide all of these artifacts.***

- Feedback from a variety of stakeholders
- Record of solicitation of feedback
- Customer satisfaction as revealed in climate assessment results
- Written recommendations on difficult issues
- Trends in sociologically-based “gaps” in student achievement, college admissions, participation in activities, etc.
- Program data from character education programs
- Evidence of good sportsmanship from school district athletic teams
- The current affirmative action plan
- Email and written correspondence on the topic

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**Standard No. 5 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

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**Standard No. 6, Goal Leadership:** The Superintendent is an educational leader who promotes the success of all students through the facilitation of the achievement of District, Board, and Superintendent goals.

*Prior to the beginning of each evaluation cycle, the Board and Superintendent will identify District, Board, and Superintendent goals for the year which are dependent, at least in part, upon the facilitative leadership of the Superintendent. Data supporting the extent to which the goals have been accomplished will be developed utilizing the four sources identified in the evaluation process (Board observation, evidence in the Superintendent portfolio, client feedback, and reflective conversations between the Board and Superintendent. A sample form for identifying and recording the goals requiring the Superintendent's facilitation is attached.*

**Standard No. 6 – Board Member Summary**

**Evidence and Sources:**

**Reflections:**

**Conclusion:**  **Meeting Standard**

**Not Meeting Standard**

**Suggested Improvement Goals:**

