

**MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT**  
**SUPERINTENDENT EVALUATION FORM 2020-2021**

In the process of planning for the short and long-term improvement of the Mountain View Whisman School District, the MVWSD Board of Trustees, in consultation with the Superintendent identified and agreed upon specific expectations to address during the school year. The Superintendent will evaluate the Administrator's on the basis of progress being made toward the achievement of these expectations along with his / her overall performance relative to the usual responsibilities of the position as delineated in this document.

The scale to be used in the evaluation of the Administrator's performance is:

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

After each item is an area for comment. **If you give the Administrator a rating of 1 or 2 on any item, it is expected that you will indicate with some specificity what he/she would need to do to bring his/her performance into the satisfactory range.**

The evaluation instrument consists of three assessments:

- Part 1:** Priority District performance goals
- Part 2:** General job performance responsibilities
- Part 3:** Characteristics and skills generally possessed by successful superintendents

**Part 1: Performance Goals**

**PERFORMANCE GOAL 1: Learning recovery plan**

Create and implement a learning recovery plan that leverages resources to focus on students not on grade level and/or under-represented in opportunities resulting in increased opportunities and gap-closure. Through the learning recovery plan develop programs that ensure every child makes at least one year's growth in one year's time and increases opportunities for under-represented students to have opportunities.

<b>Unacceptable</b>	<b>Needs to Improve</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Outstanding</b>
1	2	3	4	5	6

Comments:

## **PERFORMANCE GOAL 2: Community Equity framework**

Create a draft equity framework, implement it and makes modifications as needed so that by the end of the year there is a final plan including metrics and targets over the length of the strategic plan.

<b>Unacceptable</b>	<b>Needs to Improve</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Outstanding</b>
1	2	3	4	5	6

Comments:

### **PERFORMANCE GOAL 3: Align MTSS and RTI**

Align the MTSS and RTI systems into a single framework to provide coordinated differentiated supports for students.

<b>Unacceptable</b>	<b>Needs to Improve</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Outstanding</b>
1	2	3	4	5	6

Comments:

## **PERFORMANCE GOAL 4: Social Emotional Learning**

Identify and adopt a comprehensive SEL curriculum in support of the learning recovery plan and aligned with the coordinated MTSS and RTI framework.

<b>Unacceptable</b>	<b>Needs to Improve</b>	<b>Satisfactory</b>	<b>Very Good</b>	<b>Excellent</b>	<b>Outstanding</b>
1	2	3	4	5	6

Comments:

## Part 2: General Job Performance Responsibilities

Following are five areas that the Superintendent feels that Principals needs to address to provide effective stewardship. Comments for each of the items will be derived from District Office. staff. Whenever possible, we will use specific examples.

**1. EDUCATIONAL LEADERSHIP** (knowledgeable regarding emerging research, educational programming, new technologies and their potential impact on education, the change process; recognizes the impact of high expectations on student performance and the roles of standards and assessment in achieving these expectations; delegates appropriately to encourage the continuous improvement of the educational program; provides appropriate staff development opportunities; specific expectations include the assigning of authority, responsibility and accountability for evaluating academic programming to appropriate sub-ordinates)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

**2. RELATIONS WITH THE STAFF** (accessible and responsive to staff needs; maintains an open dialogue with all staff members; assures an effective evaluation system of all employees; effectively supervises and evaluates personnel; delegates well and holds others accountable; encourages staff to show initiative and take risks; acknowledges staff accomplishments.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	<u>Excellent</u>	Outstanding
1	2	3	4	<u>5</u>	6

Comments:

**3. BUSINESS AND FINANCIAL MATTERS** (effectively implements budget; is sensitive to adequacy of resources when making recommendations; advises District Office of potential fiscal concerns and/or issues; aligns budget with educational expectations and priorities.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:



**4. RELATIONS WITH THE COMMUNITY** (is accessible and responsive to members of community; is visible in community; works effectively with parent groups; maintains relationships with municipal officials, non-profit organizations, the business community and with state and national officials, as appropriate.)

Unacceptable	Needs to Improve	Satisfactory	Very Good	Excellent	Outstanding
1	2	3	4	5	6

Comments:



21.	Develops strong relationships with constituent groups, local government, area business, and external partnerships.	1	2	3	4	5	6
<b>IV. Communication and Collaboration</b>							
22.	Communicates effectively the plans, goals, and progress of the school to the District Office staff, parents, students, and the community.	1	2	3	4	5	6
23.	Communicates clearly to the school community about student achievement.	1	2	3	4	5	6
24.	Facilitates the sharing of ideas, plans, and methods among various stakeholders.	1	2	3	4	5	6
25.	Provides constructive, meaningful feedback to personnel he/she supervises.	1	2	3	4	5	6
26.	Involves appropriate stakeholders in the decision making process.	1	2	3	4	5	6
27.	Encourages a sense of shared responsibility among all stakeholders regarding success in student learning.	1	2	3	4	5	6
<b>V. Core Knowledge Competencies</b>							
28.	Demonstrates strong understanding of organizational and educational leadership.	1	2	3	4	5	6
29.	Demonstrates strong understanding of emerging issues and trends that affect the school community.	1	2	3	4	5	6
30.	Demonstrates strong understanding of current legal, regulatory, and ethical issues affecting education.	1	2	3	4	5	6
31.	Demonstrates strong understanding of personnel needs and requirements.	1	2	3	4	5	6
32.	Demonstrates strong understanding of the system of public school governance and finances.	1	2	3	4	5	6
<b>VI. Management</b>							
33.	Is an effective manager of the District's day-to-day operations.	1	2	3	4	5	6
34.	Aligns operational plans and procedures with the School District's vision, mission, and goals.	1	2	3	4	5	6
35.	Identifies, confronts, and resolves district issues in a timely manner.	1	2	3	4	5	6
36.	Effectively plans and manages the financial operations.	1	2	3	4	5	6
37.	Aligns financial resources with student learning needs and the school's vision, mission, and goals.	1	2	3	4	5	6
38.	Recruits, employs, and retains effective personnel.	1	2	3	4	5	6
39.	Applies policies and procedures fairly, wisely, and consistently.	1	2	3	4	5	6
40.	Guides the development and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	1	2	3	4	5	6
41.	Facilitates efficient delivery of supplemental school services (e.g., IEPs, safety, food service).	1	2	3	4	5	6

**Based on self-reflection identify 3 Areas of Strength and 3 Opportunities for Growth:**