



Durham • Freeport • Pownal

SUPERINTENDENT EVALUATION

<i>Timeline</i>	<i>Action</i>
July/August	Superintendent and Board of Directors review strategic plan and set school district goals for the year (policy ADA).
By September 15	Superintendent and Board of Directors set Superintendent performance goals and District goals for the year (Policy CBI).
January	Superintendent reports interim progress on district goals in public and his/her performance goals in Executive Session to the Board of Directors.
March 22	The Board of Directors provides A-Team and others as necessary with a questionnaire related to the Superintendent's performance to complete. Board members complete individual Superintendent evaluation.
By mid April	Through its Chair, Board of Directors begins collecting information from sources with goal to complete by May 1.
Prior to 1 st Board Meeting in May	Superintendent completes his/her self-assessment and provides to Board of Directors.
1 st Board Meeting in May	Board of Directors meets in Executive Session to review all information related to Superintendent's performance. The Board of Directors also determines compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.
2 nd Meeting in May	Board of Directors meets in Executive Session to review draft evaluation report of Superintendent.
1 st Meeting in June	Board of Directors meets in Executive Session with Superintendent to discuss evaluation.
By June 30th	A copy of the final written evaluation is placed in the Superintendent's personnel folder.

RSU5 Board of Directors Evaluation of the Superintendent
Confidential

As you read through the following list, rank the items 1 – 4 based on the following scale:

- 4 Highly Effective
- 3 Effective
- 2 Improvement Needed
- 1 Does Not Meet Standards

You are encouraged to place comments in the appropriate area.

Standard 1: VISIONARY LEADERSHIP

A 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.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Collaboratively develops and implements a shared vision and mission;
- Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- Creates and implements plans to achieve goals;
- Promotes continuous and sustainable improvement; and
- Monitors and evaluates progress and revises plans.

_____ Score
 Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Little or no evidence exists of a district vision implemented in the work of the school. Actions, staffing and resources have little connection to a vision. It is difficult to know what the school stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision of the school in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The school vision is focused on student learning.	Articulates a clear and coherent vision for the school through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the Board and enlists the Board’s support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- Establishes procedures for superintendent/board interpersonal and working relationships;
- Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools;
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of value in a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals.</p>	<p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals.</p>	<p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates reasonable value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals.</p>	<p>Develops an exemplary system of policy consideration and revision.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals.</p>

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops formal and informal techniques to understand all stakeholders perceptions of the district;
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- Promotes stakeholder involvement, engagement and participation in the process of schooling;
- Establishes effective school/community relations, school/business partnerships and public service;
- Understands the role of media in shaping and forming opinions as well as how to work with the media.

_____ Score
 Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p> <p>Negatively impacts the District through poor communication with the media.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p> <p>Sometimes shares information with media.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p> <p>Shares information with media that puts District in the best light.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student learning.</p> <p>Proactively and frequently shares information with media that puts District in the best light.</p>

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Monitors and evaluates the management of operational systems;
- Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- Promotes and protects the welfare and safety of students and staff;
- Develops the capacity for adaptive leadership; and
- Ensures teacher and organizational time is focused to support quality instruction and student learning.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is “out-of-control.”</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district’s priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student’s learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p>

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- Assesses student progress using a variety of appropriate techniques;
- Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

_____Score
Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to differentiate learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses differentiated learning, but execution is uneven and/or unclear.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to differentiate instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic curricular alignment to standards. This results in curricula and assessments of exceptional quality.</p> <p>Consistent implementation of differentiated learning, resulting in improved student achievement.</p>

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- Creates a comprehensive, rigorous and coherent curricular program;
- Creates a personalized and motivating learning environment for students;
- Supervises and supports instruction;
- Develops assessment and accountability systems to monitor student progress;
- Develops the instructional and leadership capacity of staff;
- Maximizes time spent on instruction;
- Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- Monitors and evaluates the impact of instruction.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>A shared understanding of instruction is not evident in the district.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A year-long plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance-data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p> <p>Consistently and actively provides district-led professional development tied to District goals.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.</p> <p>Uses data about teaching practice to guide specific improvement efforts.</p>

Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria, and process for the dismissal of personnel;
- Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability;
- Demonstrates good understanding of facilities management, including development of long term maintenance plans, and budgeting/planning for future building needs.

_____Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students.</p> <p>Irresponsibly and imprudently manages the fiscal aspects of the organization.</p>	<p>Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.</p> <p>Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability</p>	<p>Puts in place systems and staff so that environments are conducive to learning and are consistently safe.</p> <p>Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.</p>	<p>Puts in place systems that create environments that inspire learning and that are highly reliably safe.</p> <p>Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking.</p> <p>Clear and transparent systems of financial control and accountability and universally followed.</p>

Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Ensures a system of accountability for every student’s academic and social success;
- Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- Safeguards the values of democracy, equity and diversity;
- Promotes social justice and ensures that individual student needs inform all aspects of schooling.

_____Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or ethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p>

Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops bargaining strategies based upon collective bargaining laws and processes;
- Identifies contract language issues and proposes modifications;
- Participates in the collective bargaining processes as determined by the board;
- Establishes productive relationships with bargaining groups while managing contracts effectively.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

**Board of Directors Ratings
Summary Forms**

Instructions

This summary section is to be used to compile individual Board member responses. The Board members should meet in executive session to discuss their individual input and prepare composite results. Once Board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that Board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Computation

Standards	1.Visionary Leadership	2. Policy and Governance	3.Communications and Community Relations	4.Effective Management	5. Curriculum Planning/Development	6. Instructional Leadership	7.Resource Management	8.Ethical Leadership	9. Labor Relations
Member 1									
Member 2									
Member 3									
Member 4									
Member 5									
Member 6									
Member 7									
Member 8									
Member 9									
Member 10									
Member 11									
Average Rating									

Comments:

1. Visionary Leadership
2. Policy and Governance
3. Communications and Community Relations
4. Effective Management
5. Curriculum Planning/Development
6. Instructional Leadership
7. Resource Management
8. Ethical Leadership
9. Labor Relations

Evaluation Forms

Instructions for Board of Directors and Superintendent

The Board should seek and consider information related to the Superintendent's performance from other administrators through a survey, who have an understanding of the duties of the Superintendent.

The superintendent:

Completes a rigorous written self-evaluation and presents to the School Board.

The Board of Directors

1. Consults with administrative assistant to survey administrators and Board members;
2. Invites Board members and administrators to complete Superintendent evaluation survey;
3. Reviews and reflects on all responses;
4. Reviews and reflects on Superintendent's self-evaluation;
5. Reviews data scorecards;
6. Creates final report to be shared with the superintendent, and
7. Develops a plan to build on successes and identify areas for potential growth.

Administrator's Evaluation of the Superintendent

You have been selected to participate in the Evaluation Process for the Superintendent of Schools. This evaluation will be received and tabulated by the human resources department in confidence and shared without names with the Board of Directors. The feedback will be extremely helpful in assisting the Board in their annual evaluation of the superintendent. It will also help the superintendent assess his/her own performance, strengths and weaknesses, and topics for professional development. The questions in the evaluation were selected by the Board with input by the superintendent.

*** Your electronic evaluation form should be completed no later than April 5. Responses will be shared with the Board of Directors and will be kept confidential. The Superintendent will not have access to these evaluations. The Board will use your feedback to inform members' own evaluation of the Superintendent. ****

Administrator's Evaluation – Superintendent Performance Assessment

Please rate the Superintendent according to the following scale, based on the definitions below. Please add narrative comments whenever possible. You MUST include specific examples for any rating of 1 (“Does Not Meet Standards”)

Rating categories:

4=Highly Effective

3=Effective

2=Improvement Needed

1=Does Not Meet Standards

Don't Know

If your job does not qualify you to answer or you have not had an opportunity to observe this characteristic, please check off “Don't Know”.

1. Leadership:

Is an educational leader that motivates, leads, guides, and directs people. 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 all.

1

2

3

4

DK

Comments:

2. Success in defining and meeting the district's goals:

Collaboratively develops a set of goals for the district. Together with administrators, creates and implements plans to achieve those goals. Monitors, evaluates progress and revises action plans as necessary.

1

2

3

4

DK

Comments:

3. Communication ability:

Effectively communicates both orally and in writing, and provides necessary information to the Board and staff as necessary for the discussion of matters concerning the improvement and welfare of the schools.

- 1
- 2
- 3
- 4
- DK

Comments:

4. Community relations:

Develops formal and informal techniques to understand stakeholders' perceptions of the district and promotes stakeholder involvement, engagement and participation in the process of schooling.

- 1
- 2
- 3
- 4
- DK

Comments:

5. Initiative:

Possesses strong ability to identify problems, take on and resolve issues as they arise.

- 1
- 2
- 3
- 4
- DK

Comments:

6. Curriculum and professional development:

Possesses expertise in and knowledge of educational approaches and current trends. Shows strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12. Fosters continuous staff improvement and develops and implements an effective system of staff development with appropriate input from staff, administrators and the Board.

- 1
- 2
- 3
- 4
- DK

Comments:

7. Organizational management:

Uses a systematic approach to managing and improving the schools. Demonstrates excellent organizational skills, working knowledge of school law and proven ability to resolve organizational conflicts. Promotes a safe, respectful, and healthy school environment.

- 1
- 2
- 3
- 4
- DK

Comments:

8. Human relations:

Demonstrates enthusiasm for work, accepts and acts on constructive criticism, and consistently shows integrity and loyalty. Deals effectively on an interpersonal level with the Board, staff, volunteers, and the general public.

- 1
- 2
- 3
- 4
- DK

Comments:

9. Personnel management:

Recruits and retains high quality staff. Possesses strong personnel management practices and understanding of collective bargaining issues. Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues. Effectively mentors administrators and actively delegates to staff when appropriate.

- 1
- 2
- 3
- 4
- DK

Comments:

10. Financial management:

Effectively develops, presents and monitors department/school budgets. Successfully manages district's financial affairs.

- 1
- 2
- 3
- 4
- DK

Comments:

11. School facility management:

Demonstrates good understanding of facilities management, including development of long-term maintenance, and budgeting/planning for future building needs.

- 1
- 2
- 3
- 4
- DK

Comments:

12. Policy, regulation and governance:

Works collaboratively with staff and board to develop and implement district policies and procedures as needed. Files all reports required by State and Federal authorities in a timely manner. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

- 1
- 2
- 3
- 4
- DK

Comments:

13. School involvement:

Is visible in the schools and regularly attends school events.

- 1
- 2
- 3
- 4
- DK

Comments:

14. Overall performance in leading the school district:

- 1
- 2
- 3
- 4
- DK

Comments

Administrator Ratings Summary Form

	1. Leadership	2. Success in defining & meeting the district's goals	3. Communica- tion ability	4. Community relations	5. Initiative	6. Curriculum & professional development	7. Organizational management	8. Human relations	9. Personnel management	10. Financial management	11. School facility management	12. Policy, regulation & governance	13. School involvement	14. Overall performance in leading the school district
Admin 1														
Admin 2														
Admin 3														
Admin 4														
Admin 5														
Admin 6														
Admin 7														
Admin 8														
Admin 9														
Admin 10														
Admin 11														
Admin 12														
Admin 13														
Admin 14														
Admin 15														
Admin 16														
Admin 17														
Average Rating														

Comments:

1. Leadership
2. Success in defining and meeting the district's goals
3. Communication ability
4. Community relations
5. Initiative
6. Curriculum and professional development
7. Organizational management
8. Human relations
9. Personnel management
10. Financial management
11. School facilities management
12. Policy, regulation and governance
13. School involvement
14. Overall performance in leading the school district

Adopted: August 25, 2010
Reviewed: May 25, 2011; March 26, 2014
Revised: February 14, 2018