

RECRUITING CANDIDATES LOCALLY AND NATIONALLY

TRANSFORMING
EDUCATION

One Leader at a Time

EVALUATION

FACILITATED SUPERINTENDENT EVALUATION PROCESS

360 SURVEY - OBJECTIVE EVALUATION - FOCUS GOALS



FACILITATED SUPERINTENDENT EVALUATION PROCESS

The process to address the growth and development of a superintendent is a critical component in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district and building goals and encourages the school board to focus their attention on the leader's role in improving achievement and well-being for each and every student.

Definitions of Effectiveness

For each of Iowa's 10 standards, progressions have been designed to support enactment of that standard. Because each school and district context is unique, what may be prioritized and relevant in one school may not have as significant weight in another. Consequently, the progressions serve as a guide and create a vision for what effective leadership could look like relative to each standard. The indicators in each column are NOT intended to be checklists; each column should be considered as a whole and in light of the Definitions of Effectiveness. The indicators coupled with the Definitions can inform the goal-setting process as the leader travels a journey of growth and development.

These definitions are intended to be integrated into the reading and understanding of each column. The progressions should not be considered absent these definitions.

Ineffective: Ineffective school leaders may be aware of effective practices but do not consistently demonstrate evidence of implementation. Leadership is inconsistent, ineffective, and in need of significant intervention and assistance.

Developing: Developing school leaders know and model effective practices. They strive to implement consistently and are in the process of building their own capacity to do so. Their leadership shows growth and promise.

Effective: Effective school leaders consistently implement effective practices. They build capacity, distribute and share leadership, collaborate, and create collective efficacy such that school improvement goals are achieved. Their leadership encompasses the depth and fullness of the Iowa standards.

Highly Effective: Highly effective school leaders promote and advance effective practices both within and beyond their own school. They serve as a resource to colleagues and local and state organizations because of their impactful leadership and sustained results.

How the process works?

- Consultant meets with the board and supt.
- Supt. updates resume and evidence
- 360 survey administered
- Themes identified by consultant
- Consultant facilitates meeting with supt. and school board
- Future goals areas set

Standard 1: Mission, Vision, and Core Values			
Educational leaders develop, advocate, and enact a <u>shared mission</u> , vision, and core values of high-quality education and academic success and well-being of each student.			
Does Not Meet Standard	Meets Standard		
Ineffective	Developing	Effective	Highly Effective
Needs to...		Reaches and maintains the Developing Level, and...	Reaches and maintains the Effective Level, and...
Make decisions that align with the established mission and vision of the district.	Supports and ensures a shared understanding of and commitment to mission, vision, and core values within the district and the community.	Works in conjunction with the school board and other stakeholders to advance or, if necessary, develop the mission for the district that promotes the academic success and well-being of each student.	Articulates, advocates, and cultivates core values that define the district's culture and stress the imperative of student-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
Involve a variety of district stakeholders in reviewing and, if needed, revising the district's mission, vision, and core values.	Reviews the district's mission and vision and adjusts in response to changing expectations and opportunities for the district, and changing needs and situations of students.	Routinely engages the school board, administrators, staff, students, families, and community members in enacting a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	Strategically develops, implements, and evaluates actions to achieve the vision for the district.
	Follows current processes to ensure that the district's vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.	In collaboration with members of the district and the community, using relevant data takes action leading to the successful learning and development of each child by improving instructional and organizational practices that align with the vision.	Creates processes to ensure that the district's vision, mission and goals establish priorities, drive decisions and allocation of resources, and reflect student achievement expectations.
		Continuously reviews and adjusts current processes to ensure that the district's	

360 survey aligned to 10 ISSL Standards

Insights about the 360 Survey

The survey is anonymous and intended to seek different stakeholders feedback on the performance of the current superintendent from different perspectives. Upon completion of this survey, an outside team from Grundmeyer Leader Services will collect and analyze the collective responses and provide a report for the superintendent and school board. The superintendent and school board will then meet to discuss the feedback and their annual evaluation. Through dialogue that includes clarifying questions, reflection, and feedback, both the school board and superintendent will also set goals for the following year.

The Superintendent develops, advocates, and enacts a [shared mission](#), vision, and core values of high-quality education and academic success and well-being of each student.



1 2 3 4

Ineffective ☐ ☐ ☐ ☐ Highly Effective

Please share any particular strengths or areas of accomplishment for Standard 1.

Your answer

Superintendent Resume and Supporting Evidence
Advance for feedback on current Anamosa Superintendent, Darren Smith. Submit your feedback no later than **Friday, March 19th**. Before beginning the review the superintendent's resume and supporting evidence to see performance at: www.LiamJohnson.com

Please share any particular concerns or areas of growth for Standard 1.

Your answer

LIAM JOHNSON

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Professional Summary

Student-centered with 17 years of school administration experience, serving 9 years as a Superintendent. Core competencies include visionary, leader and high character as well as excellent communication and time management skills. Handles tasks with accuracy and efficiency.

Skills

- Active Listening
- Complex Problem Solving
- Negotiation
- Building and Construction
- Judgment and Decision Making
- Personnel and Human Resources
- Management of Financial Resources
- Speaking

Experience

Superintendent 06/2006 to Present

Dalton Local Schools – Dalton, OH

- Responsible for the entire educational environment grades K-12.
- Passed 6.5 mill levy to construct new pre K-8 school building (5/11).
- Passed 2 PI renewal levies (2007 & 2012)
- Constructed a nearly \$1.5 million Athletic Complex through donations (2011).
- Negotiated 3 certified contracts with Dalton Local Education Association.
- Initiated all day Kindergarten (2007) at cost savings to district.
- Went to grade level buildings versus neighborhood (2008).
- 8 years of Excellent Ratings with 2 years of Distinction.
- National Blue Ribbon High School, Rated Ohio Top 100 (2015).
- Involved District in Ohio Improvement Process (OIP).
- Initiated and installed STEAM grades K-8.

High School Principal

Dalton Local Schools – Dalton, OH

- Only administrator in building responsible for all day to day operations.
- Began transition to Superintendent in Winter.
- Assisted with Central Office decision making.
- Enforced discipline and attendance rules.
- Recruited, hired, trained, and evaluated primary and supplemental staff.
- Determined the scope of educational program offerings, and prepared drafts of course schedules and descriptions to estimate staffing and facility requirements.
- Determined allocations of funds for staff, supplies, materials, and equipment, and authorized purchases.

Stakeholders rate each standard and provide feedback on strengths and areas of growth.

Superintendents have the opportunity to share their resume and evidence as part of the 360 Survey process.

Purpose: Ensure stakeholders know what work has been done and sees evidence of work from the current superintendent being evaluated.



Grundmeyer Leader Services

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Sharing YOUR Focus Goals!



- 1 - PICK A TEMPLATE**
- 2 - UPDATE YOUR GOALS**
- 3 - SHARE WITH STAKEHOLDERS**
- 4 - FOCUS YOUR TIME AND RESOURCES**
- 5 - REPORT ON FOCUS GOALS**

Survey Helps Set "Focus Goals"

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- ☐ 1. Mission, Vision, and Core Values
 - ☐ 2. Ethics and Professional Norms
 - ☐ 3. Equity and Cultural Responsiveness
 - ☐ 4. Curriculum, Instruction and Assessment
 - ☐ 5. Community of Care and Support for Students
 - ☐ 6. Professional Capacity of School Personnel
 - ☐ 7. Professional Community for Teachers and Staff
 - ☐ 8. Meaningful Engagement of Families and Community
 - ☐ 9. Operations and Management