

The board will conduct an ongoing evaluation of the superintendent's skills, abilities and competence. The board will evaluate the performance of the superintendent, providing feedback and direction related to demonstrated skills, abilities, competence, and continuing professional growth. At a minimum, the board will formally evaluate the superintendent on an annual basis.

The process of evaluating the superintendent is an important tool in the improvement effort of the district. The process is designed to define the board's expectations, enhance communication and a positive working relationship between the board and superintendent, clarify and prioritize district goals, and encourage the superintendent to focus attention on the critical responsibility of improving achievement for all students. The purpose of the evaluation system is professional growth, performance improvement and accountability to ensure that our district and our schools have the strongest leadership possible.

The evaluation will include an assessment of the superintendent's competence in meeting the Iowa Standards for School Administrators and goals of the superintendent's individual professional development plan and job targets. Iowa Standards for School Administrators specify that administrators, including the superintendent, are expected to perform as educational leaders who promote the success of all students by engaging in the following conduct:

- (1) facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community;
- (2) advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- (3) ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment;
- (4) collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources;
- (5) acting with integrity, fairness and in an ethical manner;
- (6) understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context.

The evaluation process will also include an opportunity for the superintendent to conduct a self-evaluation. This self-evaluation will occur prior to the superintendent reviewing and discussing the board's evaluation.

The evaluation process will also include an opportunity for the superintendent and the board to discuss the board's review, including the written criteria; the superintendent's self-evaluations; review feedback from staff, students, and parents as appropriate; analyze the performance of the superintendent over the past year; and finalize the professional growth plan and job targets established by the superintendent for the next year.

Date of Adoption: 12/23/74

Reviewed and Amended: 11/13/78; 2/9/81; 12/21/92; 12/21/98; 8/99; 6/9/03; 03/25/13; 4/27/15