

July 20, 2009

## MADISON METROPOLITAN SCHOOL DISTRICT



545 West Dayton St.

Madison, Wisconsin 53703-1995

608.663-1607


www.mmsd.org

Daniel A. Nerad, *Superintendent of Schools*

July 9, 2009

**MEMORANDUM**

To: Members of the Board of Education

From: Daniel A. Nerad,  Superintendent

Subject: Process for Evaluation of the Superintendent

Attached to this memorandum are draft materials regarding the evaluation of the Superintendent. Included are the following:

1. **Draft Superintendent Evaluation Guidelines (Attachment 1)**
2. **Draft Board Policy: Superintendent Evaluation (Attachment 2)**  
No current Board policy exists regarding this evaluation.
3. **Draft Board Policy: Board Powers and Duties/Board and Superintendent Leadership Standards (Attachment 3)**  
This draft policy defines five critical areas for Board/Superintendent leadership.
4. **Draft Rubrics to Evaluate the Superintendent and/or Board Self Assessment (Attachment 4)**  
These rubrics are aligned to the five critical areas found in the Board/Superintendent Leadership Standards.
5. **Draft Superintendent Job Description (Attachment 5)**  
No current job description is available. This description aligns with the Professional Standards for the Superintendent.
6. **Goal Frames (Attachment 6)**  
Used to identify and report on goals on an annual basis in the areas of mission (student achievement), organization, and leadership development.

Relative to related timelines for the evaluation itself, the Superintendent Evaluation Guidelines asserts the evaluation would take place during a mid-year meeting (formative; June/July) and at an end-of-year meeting (summative; January).

A key question then becomes how should the first year evaluation be handled? I propose the following relative to my first-year evaluation given the fact that a summative evaluation should be completed for the year and that this should not wait until January 2010:

- a. Schedule the first summative evaluation near the end of summer 2009. Future summative evaluations would be completed in January of each subsequent year.
- b. For the first-year summative evaluation, I would complete goal frames and be prepared to discuss them at the evaluation meeting. For January 2010, these goal frames would be updated/modified (Attachment 6).
- c. For the first-year summative evaluation, the Board and I would complete the rubrics to evaluate the superintendent. These would also be completed during the January 2010 summative evaluation. (Attachment 4)

I recommend we proceed with the Board establishing a date for my first evaluation to take place the end of this summer.

I look forward to finalizing these ideas regarding my evaluation. Please let me know if you have any questions on this.

DN:aw

**Madison Metropolitan School District  
Board of Education**

## **Superintendent Evaluation Guidelines**

1. The Board of Education will meet two times a year to review the performance of the Superintendent.
2. By the end of January, the Board of Education will complete a formal performance review and evaluation and meet with the Superintendent to review and discuss the Superintendent's learning, operational and leadership goals. The Superintendent will use information from a 360-degree survey tool to identify leadership goal(s).
3. In June/July, the Board of Education will complete a formative review of the Superintendent's performance and will meet with the Superintendent to provide information regarding mid-year performance.
4. The Board of Education will provide the Superintendent with a written summary following the mid-year performance review and following the formal performance review and evaluation.



**Madison Metropolitan School District  
Revision to Board of Education Policy 2001**

DRAFT POLICY CHANGE – July 2009

|        |  |                |
|--------|--|----------------|
| POLICY | CHIEF ADMINISTRATIVE OFFICER SUPERINTENDENT OF | 2001           |
|        | SCHOOLS  | Administration |

**Selection-Term of Contract-Responsibility**

1. The SUPERINTENDENT shall be recruited by the BOARD.
2. The SUPERINTENDENT is selected by the BOARD.
3. The term of the employment contract of election for the SUPERINTENDENT is determined by the BOARD, and shall not exceed two years, subject to such extensions as may be provided for in the employment contract and as are permitted under state statute.
4. The SUPERINTENDENT is responsible to the BOARD.
5. The BOARD shall evaluate the SUPERINTENDENT regularly as stipulated within the employment contract and at least on an annual basis. The evaluation shall be based on the written job description and the Board-Superintendent Leadership Standards and shall be conducted consistent with state law requirements.

s. 118.24(1); s. 121.02(g); Wis. Admin Code § PI 8.01  
12/10/01 [date of approval]

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**Madison Metropolitan School District  
New Proposed Board of Education Policy 1172**

DRAFT OF PROPOSED NEW POLICY – July 2009

|               |  |                    |
|---------------|--|--------------------|
| <b>POLICY</b> | <b>BOARD-SUPERINTENDENT LEADERSHIP STANDARDS</b> | <b><u>1172</u></b> |
|               |  | Board of Education |

The Board shall work with the Superintendent of Schools as a team in providing educational leadership for the District. The Board/Superintendent Team shall strive to meet the following leadership standards:

**1. Vision**

- Involve the community and staff in creating and continually developing a shared vision for all children.
- Mobilize the community to give the highest priority to children.
- Keep all District staff and community focused on meeting the needs of all children.
- Use the vision to guide its deliberations, decisions and actions.

**2. Structure**

- Provide policy, goals, a management plan and financial resources to support the vision.
- Set high standards for teaching and learning based on the best available information about knowledge and skills students will need in the future.
- Ensure progress toward the vision through feedback from students, parents, staff and the community, as well as by providing the necessary resources.
- Establish a management system that results in participation in decision making and encourage and support quality approaches to teaching, learning and leadership.

**3. Accountability**

- Adopt an accountability plan to evaluate progress toward accomplishing the vision and report the results to the public.
- Receive regular reports on all students using a variety of tools to evaluate the quality and equity of the educational program.
- Ensure that long and short-term plans are evaluated and revised with the needs of the students as a top priority.
- Oversight of human and fiscal resources.
- Hold students, teachers and other staff, parents and administrators accountable for progress toward the goal of high achievement and healthy development of all children.

#### **4. Advocacy**

- Act as a lead community advocate for children, insisting on the necessary resources to support the educational system, and celebrating the students, staff and others who contribute to the education of children.
- Establish partnerships throughout the community and ensure effective communication with students, teachers, other employees, media and the community.
- Support the professional development and status of all teachers and other staff members.
- Find opportunities to build relationships with other local leaders and state and federal legislators to help them understand the need for adequate funding and support for children and education.

#### **5. Unity**

- Work as a unified team to provide leadership toward the District vision.
- Develop skills in teamwork, problem solving and decision making and be committed to continually improving its collaborative work for children.
- Periodically evaluate the effectiveness of Board/Superintendent leadership, governance and teamwork that promotes high student achievement; report to the community on aspects of the District vision that need attention and support.

[Date of Approval]





July 9, 2009

## MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: **Board / Superintendent Leadership Standards**

Attached to this memorandum is a draft set of Board/Superintendent Leadership Standards. These are being communicated this month for approval. The draft standards themselves are adapted from the work of Goodman and Zimmerman (2000). The standards can be used for the following purposes:

1. Superintendent self-assessment
2. Board assessment of the Superintendent (a component of the overall evaluation process)
3. Board self assessment.

In July, through the Operational Support Committee, I will seek approval of the entire framework for my evaluation.

Please let me know if you have any questions regarding these draft standards.

DN:aw  
Attachment

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# Assessment of Board/Superintendent Leadership Standards

## I. Vision

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal             | Basic    | Proficient | Distinguished |
|--|---------------------|----------|------------|---------------|
| 1. I involve the community and staff in creating and continually developing a shared vision for all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |          |            |               |
| 2. I mobilize the community to give the highest priority to children.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
| 3. I keep all district staff and community focused on meeting the needs of all children.<br><br><i>Example:</i><br><i>The Evidence:</i>                      |                     |          |            |               |
| 4. I use the vision to guide my deliberations, decisions and actions.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
| 5. I ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |          |            |               |
|  | Sum x 1=            | Sum x 2= | Sum x 3=   | Sum x 4=      |
|  | _____               | _____    | _____      | _____         |
| <b>Total for Part I – Vision</b>   | _____<br><b>Sum</b> |          |            |               |

## II. Structure

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal             | Basic             | Proficient        | Distinguished     |
|---|---------------------|-------------------|-------------------|-------------------|
| 1. I provide policy, goals, a management plan and accountable financial resources to support the vision.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |                   |                   |                   |
| 2. I set high standards for teaching and learning based on the best available information about knowledge and skills students will need in the future.<br><br><i>Example:</i><br><i>The Evidence:</i>                           |                     |                   |                   |                   |
| 3. I ensure progress toward the vision by analyzing and reflecting on feedback from students, parents, staff and the community, as well as by providing the necessary resources.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |                   |                   |                   |
| 4. I establish a management system that results in participation in decision making, and encourage and support quality approaches to teaching, learning and leadership.<br><br><i>Example:</i><br><i>The Evidence:</i>          |                     |                   |                   |                   |
| 5. I ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |                   |                   |                   |
|   | Sum x 1=<br>_____   | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part II – Structure</b>  | _____<br><b>Sum</b> |                   |                   |                   |

### III. Accountability

#### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

#### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

#### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

#### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal             | Basic             | Proficient        | Distinguished     |
|--|---------------------|-------------------|-------------------|-------------------|
| 1. I adopt an accountability plan to evaluate progress toward accomplishing the vision and report the results to the public.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 2. I receive regular reports on all students using a variety of tools to evaluate the quality and equity of the educational program.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 3. I ensure that my long and short-term plans are evaluated and revised with the needs of the students as a top priority.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |                   |                   |                   |
| 4. I implement a system of formal expectations for students and staff to ensure accountability of progress toward the goal of high achievement and healthy development of all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |                   |                   |                   |
| 5. I ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence</i>   |                     |                   |                   |                   |
|  | Sum x 1=<br>_____   | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part III – Accountability</b>   | _____<br><b>Sum</b> |                   |                   |                   |

## IV. Advocacy

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal             | Basic             | Proficient        | Distinguished     |
|--|---------------------|-------------------|-------------------|-------------------|
| 1. I act as a lead community advocate for children, insisting on the necessary resources to support the educational system, and celebrating the students, staff and others who contribute to the education of children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |                   |                   |                   |
| 2. I establish partnerships throughout the community and ensure effective communication with students, teachers, other employees, media and the community.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 3. I support the ongoing professional development of all teachers and other staff members.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 4. I find opportunities to build relationships with other local leaders and state and federal legislators to help them understand the need for adequate funding and support for children and education.<br><br><i>Example:</i><br><i>The Evidence:</i>                 |                     |                   |                   |                   |
| 5. I ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
|  | Sum x 1=<br>_____   | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part IV – Advocacy</b>  | _____<br><b>Sum</b> |                   |                   |                   |

## V. Unity

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal  | Basic    | Proficient | Distinguished |
|---|----------|----------|------------|---------------|
| 1. I work as a unified team member to provide leadership toward the district vision.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 2. I develop skills in teamwork, problem solving and decision making, and am committed to continually improving its collaborative work for children.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 3. I periodically evaluate the effectiveness of Board/Superintendent leadership, governance and teamwork which promotes high student achievement; report to the community on aspects of the district vision that need attention and support.<br><br><i>Example:</i><br><i>The Evidence:</i> |          |          |            |               |
| 4. I ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence</i>  |          |          |            |               |
|   | Sum x 1= | Sum x 2= | Sum x 3=   | Sum x 4=      |
| <b>Total for Part V – Unity</b>   | Sum      |          |            |               |

Adapted from *Thinking Differently: Recommendations for 21<sup>st</sup> Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement*. Goodman, R.H. and Zimmerman, W.G. 2000.





# Assessment of Board/Superintendent Leadership Standards

## I. Vision

| Minimal Leadership   | Basic Leadership   | Proficient Leadership   | Distinguished Leadership   |
|--|--|---|--|
| Minimal understanding as evidenced by little or no application through our interactions with our staff | Some understanding as evidenced by emerging application by us as we begin to empower our staff | Complete understanding as evidenced by thorough application by us as we empower our staff | Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement |

| Through our participatory team leadership ...  | Minimal             | Basic    | Proficient | Distinguished |
|--|---------------------|----------|------------|---------------|
| 1. The Superintendent involves the community and staff in creating and continually developing a shared vision for all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |          |            |               |
| 2. The Superintendent mobilizes the community to give the highest priority to children.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
| 3. The Superintendent keeps all district staff and community focused on meeting the needs of all children.<br><br><i>Example:</i><br><i>The Evidence:</i>                      |                     |          |            |               |
| 4. The Superintendent uses the vision to guide his or her deliberations, decisions and actions.<br><br><i>Example:</i><br><i>The Evidence:</i>                                 |                     |          |            |               |
| 5. The Superintendent ensures the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |          |            |               |
|  | Sum x 1=            | Sum x 2= | Sum x 3=   | Sum x 4=      |
|  | _____               | _____    | _____      | _____         |
| <b>Total for Part I – Vision</b>   | _____<br><b>Sum</b> |          |            |               |

## II. Structure

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal             | Basic    | Proficient | Distinguished |
|---|---------------------|----------|------------|---------------|
| 1. The Superintendent provides policy, goals, a management plan and accountable financial resources to support the vision.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
| 2. The Superintendent sets high standards for teaching and learning based on the best available information about knowledge and skills students will need in the future.<br><br><i>Example:</i><br><i>The Evidence:</i>                           |                     |          |            |               |
| 3. The Superintendent ensures progress toward the vision by analyzing and reflecting on feedback from students, parents, staff and the community, as well as by providing the necessary resources.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |          |            |               |
| 4. The Superintendent establishes a management system that results in participation in decision making, and encourages and supports quality approaches to teaching, learning and leadership.<br><br><i>Example:</i><br><i>The Evidence:</i>       |                     |          |            |               |
| 5. The Superintendent ensures the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
|   | Sum x 1=            | Sum x 2= | Sum x 3=   | Sum x 4=      |
|   | _____               | _____    | _____      | _____         |
| <b>Total for Part II – Structure</b>  | _____<br><b>Sum</b> |          |            |               |

### III. Accountability

#### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

#### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

#### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

#### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal  | Basic    | Proficient | Distinguished |
|--|----------|----------|------------|---------------|
| 1. The Superintendent adopts an accountability plan to evaluate progress toward accomplishing the vision and reports the results to the public.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 2. The Superintendent receives regular reports on all students using a variety of tools to evaluate the quality and equity of the educational program.<br><br><i>Example:</i><br><i>The Evidence:</i>  |          |          |            |               |
| 3. The Superintendent ensures that his or her long and short-term plans are evaluated and revised with the needs of the students as a top priority.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 4. The Superintendent implements a system of formal expectations for students and staff to ensure accountability of progress toward the goal of high achievement and healthy development of all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |          |          |            |               |
| 5. The Superintendent ensures the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |          |          |            |               |
|  | Sum x 1= | Sum x 2= | Sum x 3=   | Sum x 4=      |
| <b>Total for Part III – Accountability</b>   | Sum      |          |            |               |

## IV. Advocacy

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal             | Basic             | Proficient        | Distinguished     |
|--|---------------------|-------------------|-------------------|-------------------|
| 1. The Superintendent acts as a lead community advocate for children, insisting on the necessary resources to support the educational system, and celebrating the students, staff and others who contribute to the education of children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |                   |                   |                   |
| 2. The Superintendent establishes partnerships throughout the community and ensures effective communication with students, teachers, other employees, media and the community.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 3. The Superintendent supports the ongoing professional development of all teachers and other staff members.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
| 4. The Superintendent finds opportunities to build relationships with other local leaders and state and federal legislators to help them understand the need for adequate funding and support for children and education.<br><br><i>Example:</i><br><i>The Evidence:</i>                 |                     |                   |                   |                   |
| 5. The Superintendent ensures the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |                   |                   |                   |
|  | Sum x 1=<br>_____   | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part IV – Advocacy</b>  | _____<br><b>Sum</b> |                   |                   |                   |

## V. Unity

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal  | Basic    | Proficient | Distinguished |
|---|----------|----------|------------|---------------|
| 1. The Superintendent works as a unified team member to provide leadership toward the district vision.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 2. The Superintendent develops skills in teamwork, problem solving and decision making, and is committed to continually improving its collaborative work for children.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
| 3. The Superintendent periodically evaluates the effectiveness of Board/Superintendent leadership, governance and teamwork which promotes high student achievement; report to the community on aspects of the district vision that need attention and support.<br><br><i>Example:</i><br><i>The Evidence:</i> |          |          |            |               |
| 4. The Superintendent ensures the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>   |          |          |            |               |
|   | Sum x 1= | Sum x 2= | Sum x 3=   | Sum x 4=      |
| <b>Total for Part V – Unity</b>   | Sum      |          |            |               |

Adapted from *Thinking Differently: Recommendations for 21<sup>st</sup> Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement*. Goodman, R.H. and Zimmerman, W.G. 2000.



# Assessment of Board/Superintendent Leadership Standards

## I. Vision

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal                     | Basic             | Proficient        | Distinguished     |
|---|-----------------------------|-------------------|-------------------|-------------------|
| 1. We involve the community and staff in creating and continually developing a shared vision for all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                             |                   |                   |                   |
| 2. We mobilize the community to give the highest priority to children.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                             |                   |                   |                   |
| 3. We keep all district staff and community focused on meeting the needs of all children.<br><br><i>Example:</i><br><i>The Evidence:</i>                      |                             |                   |                   |                   |
| 4. We use the vision to guide our deliberations, decisions and actions.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                             |                   |                   |                   |
| 5. We ensure the oversight of human and fiscal resources<br><br><i>Example:</i><br><i>The Evidence:</i>   |                             |                   |                   |                   |
|   | Sum x 1=<br>_____           | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part I – Vision</b>  | <div>_____</div> <b>Sum</b> |                   |                   |                   |

## II. Structure

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal             | Basic             | Proficient        | Distinguished     |
|--|---------------------|-------------------|-------------------|-------------------|
| 1. We provide policy, goals, a management plan and accountable financial resources to support the vision.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |                   |                   |                   |
| 2. We set high standards for teaching and learning based on the best available information about knowledge and skills students will need in the future.<br><br><i>Example:</i><br><i>The Evidence:</i>                           |                     |                   |                   |                   |
| 3. We ensure progress toward the vision by analyzing and reflecting on feedback from students, parents, staff and the community, as well as by providing the necessary resources.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |                   |                   |                   |
| 4. We establish a management system that results in participation in decision making, and encourage and support quality approaches to teaching, learning and leadership.<br><br><i>Example:</i><br><i>The Evidence:</i>          |                     |                   |                   |                   |
| 5. We ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>   | Sum x 1=<br>_____   | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part II – Structure</b>   | _____<br><b>Sum</b> |                   |                   |                   |



### III. Accountability

#### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

#### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

#### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

#### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal             | Basic    | Proficient | Distinguished |
|---|---------------------|----------|------------|---------------|
| 1. We adopt an accountability plan to evaluate progress toward accomplishing the vision and report the results to the public.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |          |            |               |
| 2. We receive regular reports on all students using a variety of tools to evaluate the quality and equity of the educational program.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |          |            |               |
| 3. We ensure that the school board's long and short-term plans are evaluated and revised with the needs of the students as a top priority.<br><br><i>Example:</i><br><i>The Evidence:</i>   |                     |          |            |               |
| 4. We implement a system of formal expectations for students and staff to ensure accountability of progress toward the goal of high achievement and healthy development of all children.<br><br><i>Example:</i><br><i>The Evidence:</i> |                     |          |            |               |
| 5. We ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |                     |          |            |               |
|   | Sum x 1=            | Sum x 2= | Sum x 3=   | Sum x 4=      |
|   | _____               | _____    | _____      | _____         |
| <b>Total for Part III – Accountability</b>  | _____<br><b>Sum</b> |          |            |               |

## IV. Advocacy

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...   | Minimal  | Basic    | Proficient | Distinguished |
|---|----------|----------|------------|---------------|
| 1. We act as a lead community advocate for children, insisting on the necessary resources to support the educational system, and celebrating the students, staff and others who contribute to the education of children.<br><br><i>Example:</i><br><i>The Evidence:</i> |          |          |            |               |
| 2. We establish partnerships throughout the community and ensure effective communication with students, teachers, other employees, media and the community.<br><br><i>Example:</i><br><i>The Evidence:</i>  |          |          |            |               |
| 3. We support the ongoing professional development of all teachers and other staff members.<br><br><i>Example:</i><br><i>The Evidence:</i>  |          |          |            |               |
| 4. We find opportunities to build relationships with other local leaders and state and federal legislators to help them understand the need for adequate funding and support for children and education.<br><br><i>Example:</i><br><i>The Evidence:</i>                 |          |          |            |               |
| 5. We ensure the oversight of human and fiscal resources.<br><br><i>Example:</i><br><i>The Evidence:</i>  |          |          |            |               |
|   | Sum x 1= | Sum x 2= | Sum x 3=   | Sum x 4=      |
| <b>Total for Part IV – Advocacy</b>   | Sum      |          |            |               |

## V. Unity

### Minimal Leadership

Minimal understanding as evidenced by little or no application through our interactions with our staff

### Basic Leadership

Some understanding as evidenced by emerging application by us as we begin to empower our staff

### Proficient Leadership

Complete understanding as evidenced by thorough application by us as we empower our staff

### Distinguished Leadership

Deep, reflective understanding as evidenced by thorough application as we empower our staff with focus on continuous improvement

| Through our participatory team leadership ...  | Minimal  | Basic             | Proficient        | Distinguished     |
|--|--|-------------------|-------------------|-------------------|
| 1. We work as a unified team to provide leadership toward the district vision.<br><i>Example:</i><br><i>The Evidence:</i>  |  |                   |                   |                   |
| 2. We develop skills in teamwork, problem solving and decision making, and are committed to continually improving its collaborative work for children.<br><i>Example:</i><br><i>The Evidence:</i>  |  |                   |                   |                   |
| 3. We periodically evaluate the effectiveness of Board/Superintendent leadership, governance and teamwork which promotes high student achievement; report to the community on aspects of the district vision that need attention and support.<br><i>Example:</i><br><i>The Evidence:</i> |  |                   |                   |                   |
| 4. We ensure the oversight of human and fiscal resources.<br><i>Example:</i><br><i>The Evidence:</i>   |  |                   |                   |                   |
|  | Sum x 1=<br>_____  | Sum x 2=<br>_____ | Sum x 3=<br>_____ | Sum x 4=<br>_____ |
| <b>Total for Part V – Unity</b>  | <div style="text-align: center;"> <hr style="width: 100%;"/> <b>Sum</b> </div> |                   |                   |                   |

*Adapted from Thinking Differently: Recommendations for 21<sup>st</sup> Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement. Goodman, R.H. and Zimmerman, W.G. 2000.*



# **Superintendent Position Description**



**Madison Metropolitan School District**  
**Superintendent Position Description**

**Qualifications:** 1. Wisconsin Certification as a District Administrator  
**(Required)** 2. A minimum of five (5) years successful experience as an administrator in progressively responsible positions.

**Qualifications:** 1. Doctoral degree from an accredited program  
**(Desired)**

**Reports to:** Board of Education of the Madison Metropolitan School District

**Supervises:** Assistant Superintendents for Elementary and Secondary Schools  
Assistant Superintendent for Business Services  
Executive Directors for Madison School and Community Recreation, Human Resources, Teaching and Learning, and Educational Services  
Directors for Public Information and Student Services/Alternative Education  
Special Assistant to the Superintendent for Race and Equity  
Chief Information Officer  
General Counsel  
Chief of Staff  
Executive Assistants

**Position Goal:** To provide leadership to improve student learning by developing a collective district vision and shaping district culture; developing procedures for working with the Board of Education to define mutual expectations; articulating district purpose and priorities to the community and aligning constituencies in support of district priorities; demonstrating executive leadership by establishing operational plans and processes; overseeing the design of effective curriculum, instruction and assessment systems; applying effective staff development, supervision and evaluation models; and understanding and modeling appropriate value systems, ethics and moral leadership.

**Terms of** 12-month position with salary and benefits as determined by the  
**Employment:** Board of Education

**Standard 1: Strategic Leadership and District Culture**

The superintendent demonstrates executive leadership in developing a collective district vision; shaping school culture and climate; using information; framing problems; exercising leadership processes to achieve common goals; and acting ethically for educational communities.

**Indicators.** The superintendent knows and is able to:

- Formulate a written vision statement on the future direction of the school district.
- Demonstrate an awareness of global issues and a reasoned understanding of major historical, philosophical, ethical, social, political, and economic influences on education in a democratic society affecting executive leadership, schools, staff, and all students.
- Promote academic rigor in teaching and learning among staff and students to raise student performance on state assessments, and promote the demonstration of critical thinking and ethical behaviors among students.
- Demonstrate skills in empowering others to reach high levels of performance.
- Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Conduct district climate assessments to help determine district culture, organizational health, and respect for diversity.
- Use tested leadership and motivation theories to create conditions that motivate staff, students, and the community to achieve the district vision.
- Exhibit multicultural and ethnic understanding and a passion for equity.

## **Standard 2: Policy and Governance**

The superintendent will develop procedures for working with the board of education that define mutual expectations, working relationships, and strategies for formulating district policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; and recognize and apply standards involving civil and criminal liabilities.

**Indicators.** The superintendent knows and is able to:

- Describe the system of public school governance in our democracy.
- Describe procedures for superintendent-board of education interpersonal working relationships.
- Formulate a district policy for external and internal programs.
- Relate local policy to state and federal regulations and requirements
- Describe procedures to avoid civil and criminal liabilities.

## **Standard 3: Communications and Community Relations**

The superintendent will articulate district purpose and priorities to the community and mass media; request and respond to community feedback; demonstrate consensus building and conflict mediation; identify, track, and deal with issues; formulate and carry out plans for internal/external communication; exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of district priorities; build coalitions to gain financial and



programmatic support; formulate strategies for referenda; and relate political initiatives to the welfare of children.

**Indicators.** The superintendent knows and is able to:

- Articulate the district's vision, mission, and priorities to the community and mass media.
- Demonstrate an understanding of political theory and skills needed to build community support for district priorities.
- Understand and be able to communicate with all cultural groups in the community.
- Demonstrate that good judgment and actions communicate as well as words.
- Develop formal and informal techniques to gain external perceptions of a district by means of surveys, advisory groups, and personal contacts.
- Communicate and project an articulate position for education.
- Write and speak clearly and forcefully.
- Demonstrate formal and informal listening skills.
- Demonstrate group membership and leadership skills.
- Identify the political forces in a community.
- Identify the political context of the community environment.
- Formulate strategies for passing referenda.
- Persuade the community to adopt initiatives for the welfare of students.
- Demonstrate conflict mediation.
- Demonstrate consensus building.
- Promote school-community relations, school-business partnerships, and related public service activities.
- Identify, track, and deal with issues.
- Develop and carry out internal and external communication plans.

#### **Standard 4: Leadership and Organizational Management and School Finance**

The superintendent will demonstrate executive leadership by establishing operational plans and processes that reflect an understanding of school finance, resource allocation, and systems management so that progress can be monitored and adjustments made when necessary.

**Indicators.** The superintendent knows and is able to:

- Develop and implement operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- Apply a systems perspective that recognizes schools as interactive internal systems operating within external environments.
- Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
- Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.

- Exhibit an understanding of school finance, including data management budget creation, budget management, legal aspects of managing resources, and problem solving.

## **Standard 5: Curriculum Planning and Development**

The superintendent must be able to oversee the design of curriculum and the development of a strategic curriculum plan that is standards based and enhances teaching and learning in multiple contexts.

**Indicators.** The superintendent knows and is able to:

- Develop curriculum design and delivery systems for diverse school communities.
- Create developmentally appropriate curriculum and instructional practices.
- Assess students' present and future learning needs.
- Create curricula based on research, recommended standards of learned societies, informed practice, and state and federal policies and mandates.
- Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking.
- Evaluate and refine curricular, co-curricular, and extracurricular programs.
- Use technology, communications, and information systems to enrich curriculum development, delivery, and assessment.

## **Standard 6: Instructional Management**

The superintendent will exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes. He or she will also describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.

**Indicators.** The superintendent knows and is able to:

- Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
- Demonstrate an understanding of motivation in the instructional process.
- Describe classroom management theories and techniques.
- Demonstrate an understanding of the development of the total student, including his or her physical, social, emotional, cognitive, and linguistic needs.
- Formulate a plan to assess teachers and other instructional staff members.
- Analyze available instructional resources, and assign them in the most cost-effective and equitable manner to enhance student outcomes.
- Describe instructional strategies that are multiculturally sensitive and learning style oriented.

- Apply computer technology to instructional programs.
- Describe alternative methods of monitoring and evaluating student achievement based on objectives and learning outcomes.
- Describe how to interpret and use testing/assessment results to improve education.
- Demonstrate knowledge of research findings on the use of a variety of instructional strategies.
- Describe a student achievement monitoring and reporting system.

## **Standard 7: Staff Evaluation and Personnel Management**

The superintendent will demonstrate executive leadership by applying effective staff evaluation models and processes to staff performance; developing personnel recruitment, selection, development, and promotion procedures; understanding legal issues related to personnel administration; and implementing effective evaluations and/or audits of the deployment of available human resources.

**Indicators.** The superintendent knows and is able to:

- Select and apply personnel recruitment, selection, development, and promotion procedures that enable the district to fill and maintain its positions with qualified and motivated personnel.
- Identify and apply effective staff evaluation models and processes appropriate to the performance being assessed.
- Avoid legal problems related to personnel administration of both certified and non-certified staff.
- Implement creditable evaluations and audits regarding the effective use of available human resources.

## **Standard 8: Values and Ethics of Leadership**

The superintendent should understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt education programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as a caring informed citizen.

**Indicators.** The superintendent knows and is able to:

- Exhibit multicultural and ethnic understanding and sensitivity.
- Describe the role of schooling in a democratic society.
- Demonstrate ethical and personal integrity.

- Model accepted moral and ethical standards in all interactions.
- Describe a strategy to promote the establishment and practice of a set of moral and ethical values in each classroom and school.
- Describe how education can foster democracy and civic responsibility.
- Describe a strategy to ensure that diversity is not violated.
- Formulate a plan to coordinate social, health, and other community agencies in efforts to support each child in the district.

Adapted from The Superintendent as CEO: Standards-Based Performance. Hoyle, John R.; Björk, Lars G.; Collier, Virginia; and Glass, Thomas (2005).

Derived from The American Association of School Administrators Professional Standards (AASA) for the Superintendency (1993) and the National Council for the Accreditation of Teacher Education's (NCATE) Standards for Advanced Programs in Educational Leadership (2002).

7/1/09

# **Goal Frames**

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### Mission Related Goal

|  |                                  |
|--|----------------------------------|
| <b>Name:</b>   | <b>School Year:</b>              |
| <b>Goal Area:</b>  | <b>Target Date:</b> (completion) |
| <b>Evidence of Need</b> (test data, survey data, etc.) / <b>Baseline data:</b>   |                                  |
| <b>Objectives:</b> Consider SMART parts of an objective: <i>Specific Measurable Attainable Relevant Trackable</i> . Amount of improvement desired from baseline, by target date. |                                  |
| <b>Results:</b>  |                                  |

**Action Plan:** (Steps to be taken, including training, parent involvement, instructional interventions, community assistance, etc.)

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## Organization Goal

|  |                                  |
|--|----------------------------------|
| <b>Name:</b>   | <b>School Year:</b>              |
| <b>Goal Area:</b>  | <b>Target Date:</b> (completion) |
| <b>Evidence of Need</b> (test data, survey data, etc.) / <b>Baseline data:</b><br><ul style="list-style-type: none"><li>•</li></ul>  |                                  |
| <b>Objectives:</b> Consider <b>SMART</b> parts of an objective: <i>Specific Measurable Attainable Relevant Trackable</i> . Amount of improvement desired from baseline, by target date.<br><ul style="list-style-type: none"><li>•</li></ul> |                                  |
| <b>Results:</b> For each objective state the progress.<br><ul style="list-style-type: none"><li>•</li></ul>  |                                  |

**Action Plan:** (Steps to be taken, including training, parent involvement, instructional interventions, community assistance, etc.)

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## Leadership Development Goal

|   |                     |
|---|---------------------|
| <b>Superintendent Name:</b>   | <b>School Year:</b> |
| <b>Reflection:</b> What are my strengths?   |                     |
| <b>Leadership Self-Development Goal:</b> In what area(s) do I need to "grow"?   |                     |
| <b>Objectives:</b> What are the desired end results? (How will my leadership look different in the future? What building level changes, interventions would occur?)<br><br>\$<br><br>\$ |                     |
| <b>End of year results:</b> For each objective state the progress.<br><br>•<br><br>•  |                     |

**Action Plan:** (Steps to be taken, including training, parent involvement, instructional interventions, community assistance, etc.)

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