

## Superintendent Evaluation Instrument

It is the belief of the Bristol Virginia School Board that effective evaluation should include periodic updates of the superintendent.

With this in mind, the Board will schedule interim evaluations in October, January, and April, culminating with the full evaluation in June, as per Bristol Virginia School Board policy.

### *Performance Standards*

<p><b>1. Mission, Vision, and Goals</b></p> <p><i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i></p>
<p><b>2. Planning and Assessment</b></p> <p><i>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.</i></p>
<p><b>3. Instructional Leadership</b></p> <p><i>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</i></p>
<p><b>4. Organizational Leadership and Safety</b></p> <p><i>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</i></p>
<p><b>5. Communication and Community Relations</b></p> <p><i>The superintendent fosters the success of all students through effective communication with stakeholders.</i></p>
<p><b>6. Professionalism</b></p> <p><i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>
<p><b>7. Divisionwide Student Academic Progress</b></p> <p><i>The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</i></p>

### **Performance Indicators**

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which superintendents are meeting each standard. This helps superintendents and school boards clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another

standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Superintendents and school boards should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a superintendent's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

### **Performance Standard 1: Mission, Vision, and Goals**

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The superintendent:**

- 1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.
- 1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
- 1.3 Keeps the school board informed on needs and issues confronting school division employees and students.
- 1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.
- 1.6 Oversees the administration of the school division's day-to-day operations.
- 1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
- 1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.
- 1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

**Performance Standard 2: Planning and Assessment**

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.
- 2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.
- 2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.
- 2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

**Performance Standard 3: Instructional Leadership**

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.
- 3.4 Assesses factors affecting student achievement and directs change for needed improvements.
- 3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.
- 3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- 3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

**Performance Standard 4: Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.
- 4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
- 4.5 Demonstrates organizational skills to achieve school, community, and division goals.
- 4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.
- 4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

**Performance Standard 5: Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 5.1 Models and promotes effective communication and interpersonal relations within the school division.
- 5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.
- 5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.
- 5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.
- 5.5 Demonstrates the skills necessary to build community support for division goals and priorities.
- 5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.
- 5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

**Performance Standard 6: Professionalism**

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.
- 6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- 6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.
- 6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
- 6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.
- 6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- 6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

**Performance Standard 7: Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.
- 7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.
- 7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.
- 7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
- 7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Note:** Performance Standard 7: If a superintendent effectively fulfills all previous standards, it is likely that the results of his or her leadership – as documented in Standard 7: Student Academic Progress – would be positive. The Virginia superintendent evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year. Trend analysis should be used where applicable.



Sample: Superintendent's Annual Goals

**Sample: Superintendent's Annual Goals**

*Directions: This form is a tool to assist superintendents in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.*

**Superintendent's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Division:** \_\_\_\_\_ **School Year:** \_\_\_\_\_

**Preliminary approval granted by school board on:** \_\_\_\_\_

**Mid-year review conducted by school board on:** \_\_\_\_\_

**Year-end review conducted by school board on:** \_\_\_\_\_

<b>Goal:</b>	
Check the standard(s) to which the goal relates	
<input type="checkbox"/> 1. Mission, Vision, and Goals	<input type="checkbox"/> 2. Planning and Assessment
<input type="checkbox"/> 3. Instructional Leadership	<input type="checkbox"/> 4. Organizational Leadership and Safety
<input type="checkbox"/> 5. Communication and Community Relations	<input checked="" type="checkbox"/> 7. Divisionwide Student Academic Progress
<input type="checkbox"/> 6. Professionalism	
Expected term to completion: <input type="checkbox"/> Short-term <input type="checkbox"/> Mid-term <input type="checkbox"/> Long-term	
<i>Indicators of Success</i>	<i>Mid-Year Assessment of Goal by School Board</i>
	<i>Evidence to Date</i>

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

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Evaluator's Name

## **Part 5: Rating Superintendent Performance**

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, school boards should conduct both formative assessments and summative evaluations of superintendents.

### **Formative Assessment**

Formative assessment can provide valuable information to superintendents. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing evidence related to the seven standards. An optional *Superintendent Formative Assessment Performance Report* is provided on the following pages. It should be noted that this report does not include an actual rating in any of the performance standards.

## SAMPLE Superintendent Formative Assessment Performance Report (optional)

*Note: The formative assessment form is included as an option to be used if it is determined to be in the best interest of the local school division.*

*Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.*

**Superintendent's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

<p><b>Performance Standard 1: Mission, Vision, and Goals</b>  <i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i></p> <p><b>Comments:</b></p>
<p><b>Performance Standard 2: Planning and Assessment</b>  <i>The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.</i></p> <p><b>Comments:</b></p>
<p><b>Performance Standard 3: Instructional Leadership</b>  <i>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</i></p> <p><b>Comments:</b></p>
<p><b>Performance Standard 4: Organizational Leadership and Safety</b>  <i>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</i></p> <p><b>Comments:</b></p>
<p><b>Performance Standard 5: Communication and Community Relations</b>  <i>The superintendent fosters the success of all students through effective communication with stakeholders.</i></p> <p><b>Comments:</b></p>

<p><b>Performance Standard 6: Professionalism</b>  <i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>  <b>Comments:</b></p>
<p><b>Performance Standard 7: Divisionwide Student Academic Progress</b>  <i>The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.</i>  <i>See Superintendent's Annual Goal for details.</i>  <b>Comments:</b></p>

**Commendations:**

**Areas of Growth:**

Superintendent's Name: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all superintendents.

There are two major considerations in assessing job performance during summative evaluation: 1) the actual performance standards, and 2) how well they are performed. The performance standards and performance indicators provide a description of well-defined expectations.

## Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “Exemplary” to “Unacceptable.” The use of the scale enables school boards to acknowledge effective performance (i.e., “Exemplary” and “Proficient”) and provides two levels of feedback for superintendents not meeting expectations (i.e., “Developing/Needs Improvement” and “Unacceptable”). The definitions in Figure 5.1 offer general descriptions of the ratings. *PLEASE NOTE: Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators.*

Figure 5.1: *Definitions of Terms Used in Rating Scale*

Category	Description	Definition
Exemplary	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the division’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	<p>Exceptional performance:</p> <ul style="list-style-type: none"> <li>• sustains high performance over the evaluation cycle</li> <li>• empowers principals, teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school division climate</li> <li>• serves as a role model to others</li> </ul>
Proficient	The superintendent meets the performance standard in a manner that is consistent with the division’s mission and goals and has a positive impact on student academic progress.	<p>Effective performance:</p> <ul style="list-style-type: none"> <li>• consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate</li> <li>• demonstrates willingness to learn and apply new skills</li> </ul>

Category	Description	Definition
Developing/ Needs Improvement	The superintendent is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement). The superintendent often performs less than required in the established performance standard or in a manner that is inconsistent with the division's mission and goals and results in below average student academic progress.	Below acceptable performance: <ul style="list-style-type: none"> <li>requires support in meeting the standards</li> <li>results in less than expected quality of student academic progress</li> <li>requires superintendent professional growth be jointly identified and planned between the superintendent and school board</li> </ul>
Unacceptable	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals and results in minimal student academic progress.	Ineffective performance: <ul style="list-style-type: none"> <li>does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>results in minimal student academic progress</li> <li>may contribute to a recommendation for the superintendent not being considered for continued employment</li> </ul>

## How a Performance Rubric Works

Evaluators have two tools to guide their judgments for rating superintendents' performance for the summative evaluation: 1) the sample performance indicators, and 2) the performance rubric.

### *Sample Performance Indicators*

Performance indicators are used in the evaluation system to identify, in observable behaviors, performance of the major job standards. They were introduced in Part 2, and examples are provided again in this section.

### *Performance Rubric*

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of superintendents and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of superintendents. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help superintendents to focus on ways to enhance their leadership practices. ***Please note: The rating of "Proficient" is the expected level of performance. A superintendent who is new to the division or position may be considered "developing" in a standard. Additionally, the recommended performance rubrics presented here may be modified at the discretion of the school board.***





### ***Performance Rubrics for Performance Standards***

Superintendents are evaluated on the performance standards using the following performance appraisal rubrics:

<p><b>Performance Standard 1: Mission, Vision, and Goals</b>  <i>The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.</i></p>
<p><b>Sample Performance Indicators</b>  <i>Examples may include, but are not limited to:</i></p> <p><b>The superintendent:</b></p> <ol style="list-style-type: none"> <li>1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.</li> <li>1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.</li> <li>1.3 Keeps the school board informed on needs and issues confronting school division employees and students.</li> <li>1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.</li> <li>1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.</li> <li>1.6 Oversees the administration of the school division's day-to-day operations.</li> <li>1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.</li> <li>1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.</li> <li>1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.</li> </ol>

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to

division’s mission, vision, and goals to promote student academic progress.	promote student academic progress.	divisions, mission, vision, and goals to promote student academic progress.	promote student academic progress.
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**Performance Standard 2: Planning and Assessment**  
*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Sample Performance Indicators**  
*Examples may include, but are not limited to:*

**The superintendent:**

- 2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.
- 2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.
- 2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.
- 2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks out research on the effective use of assessment data and ensures division	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making

personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	consistent with established guidelines, policies, and procedures that result in student academic progress.	guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	consistent with established guidelines, policies, and procedures that result in student academic success.
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**Performance Standard 3: Instructional Leadership**  
*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**  
*Examples may include, but are not limited to:*

**The superintendent:**

- 3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.
- 3.4 Assesses factors affecting student achievement and directs change for needed improvements.
- 3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.
- 3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- 3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent	The superintendent fosters	The superintendent has	The superintendent does

<p>actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.</p>	<p>the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>	<p>not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>	<p>not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>
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**Performance Standard 4: Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.
- 4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
- 4.5 Demonstrates organizational skills to achieve school, community, and division goals.
- 4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.
- 4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating	The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or

safe, efficient operations, and maximizing available resources.	evaluating the division's organization, operation, and use of resources.	organization, operation, safety, or use of resources.	use of resources.
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**Performance Standard 5: Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 5.1 Models and promotes effective communication and interpersonal relations within the school division.
- 5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.
- 5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.
- 5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.
- 5.5 Demonstrates the skills necessary to build community support for division goals and priorities.
- 5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.
- 5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to-stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

<p><b>Performance Standard 6: Professionalism</b>  <i>The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p>
<p><b>Sample Performance Indicators</b>  <i>Examples may include, but are not limited to:</i></p> <p><b>The superintendent:</b></p> <ol style="list-style-type: none"> <li>6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.</li> <li>6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.</li> <li>6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.</li> <li>6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.</li> <li>6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.</li> <li>6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.</li> <li>6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.</li> <li>6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.</li> <li>6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.</li> </ol>

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

	contributing to the profession.	profession.	
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**Performance Standard 7: Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.
- 7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.
- 7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.
- 7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
- 7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

<b>Exemplary</b> <i>In addition to meeting the requirements for Proficient...</i>	<b>Proficient</b> <i>Proficient is the expected level of performance.</i>	<b>Developing/Needs Improvement</b>	<b>Unacceptable</b>
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.



## Superintendent Summative Performance Report

*Directions: Evaluators use this form prior to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.*

**Superintendent's Name:** \_\_\_\_\_ **School Year(s):** \_\_\_\_\_

**School:** \_\_\_\_\_

### **Performance Standard 1: Mission, Vision, and Goals**

*The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The superintendent:**

- 1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.
- 1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.
- 1.3 Keeps the school board informed on needs and issues confronting school division employees and students.
- 1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.
- 1.6 Oversees the administration of the school division's day-to-day operations.
- 1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
- 1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.
- 1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

#### **Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement   
Unacceptable

**Performance Standard 2: Planning and Assessment**

*The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.
- 2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.
- 2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.
- 2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

**Performance Standard 3: Instructional Leadership**

*The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.
- 3.4 Assesses factors affecting student achievement and directs change for needed improvements.
- 3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.
- 3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- 3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

**Performance Standard 4: Organizational Leadership and Safety**

*The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.
- 4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
- 4.5 Demonstrates organizational skills to achieve school, community, and division goals.
- 4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.
- 4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

**Performance Standard 5: Communication and Community Relations**

*The superintendent fosters the success of all students through effective communication with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 5.1 Models and promotes effective communication and interpersonal relations within the school division.
- 5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.
- 5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.
- 5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.
- 5.5 Demonstrates the skills necessary to build community support for division goals and priorities.
- 5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision making process.
- 5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.
- 5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

**Performance Standard 6: Professionalism**

*The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.
- 6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- 6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.
- 6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
- 6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.
- 6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- 6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable

**Performance Standard 7: Divisionwide Student Academic Progress**

*The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The superintendent:**

- 7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.
- 7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.
- 7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.
- 7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.
- 7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.
- 7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
- 7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

**Comments:**

**RATING:**  Exemplary  Proficient  Developing/Needs Improvement  Unacceptable



**Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):**

*Include comments here*

- Exemplary**
- Proficient**
- Developing/Needs Improvement**
- Unacceptable**
- Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

**Commendations:**

**Areas Noted for Improvement:**

**Superintendent Improvement Goals:**

\_\_\_\_\_

Evaluator's Name

Superintendent's Name

\_\_\_\_\_

Evaluator's Signature  
(Superintendent's receipt of the summative

Superintendent's Signature  
signature denotes

the

evaluation, not necessarily agreement with contents of the form.)

\_\_\_\_\_

Date

Date

**Adopted: by the Bristol Virginia School Board on October 18, 2004.**  
**Revised: August 21, 2018.**