

DRAFT: For McREL and NC Department of Public Instruction Use Only **North Carolina Superintendent Evaluation Process**

“Effective leadership means more than simply knowing what to do – it’s knowing when, how, and why to do it. Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving. They know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership.” (Waters, Marzano, and McNulty, 2003)

This combination of knowledge and skills is the focus of the superintendent evaluation process developed by McREL for the North Carolina Department of Public Instruction. By using the results of the evaluation to guide their own professional development and individual learning strategies, superintendents will be able to chart a course for professional growth and development, command the respect of colleagues and lead the school system to ever greater accomplishments.

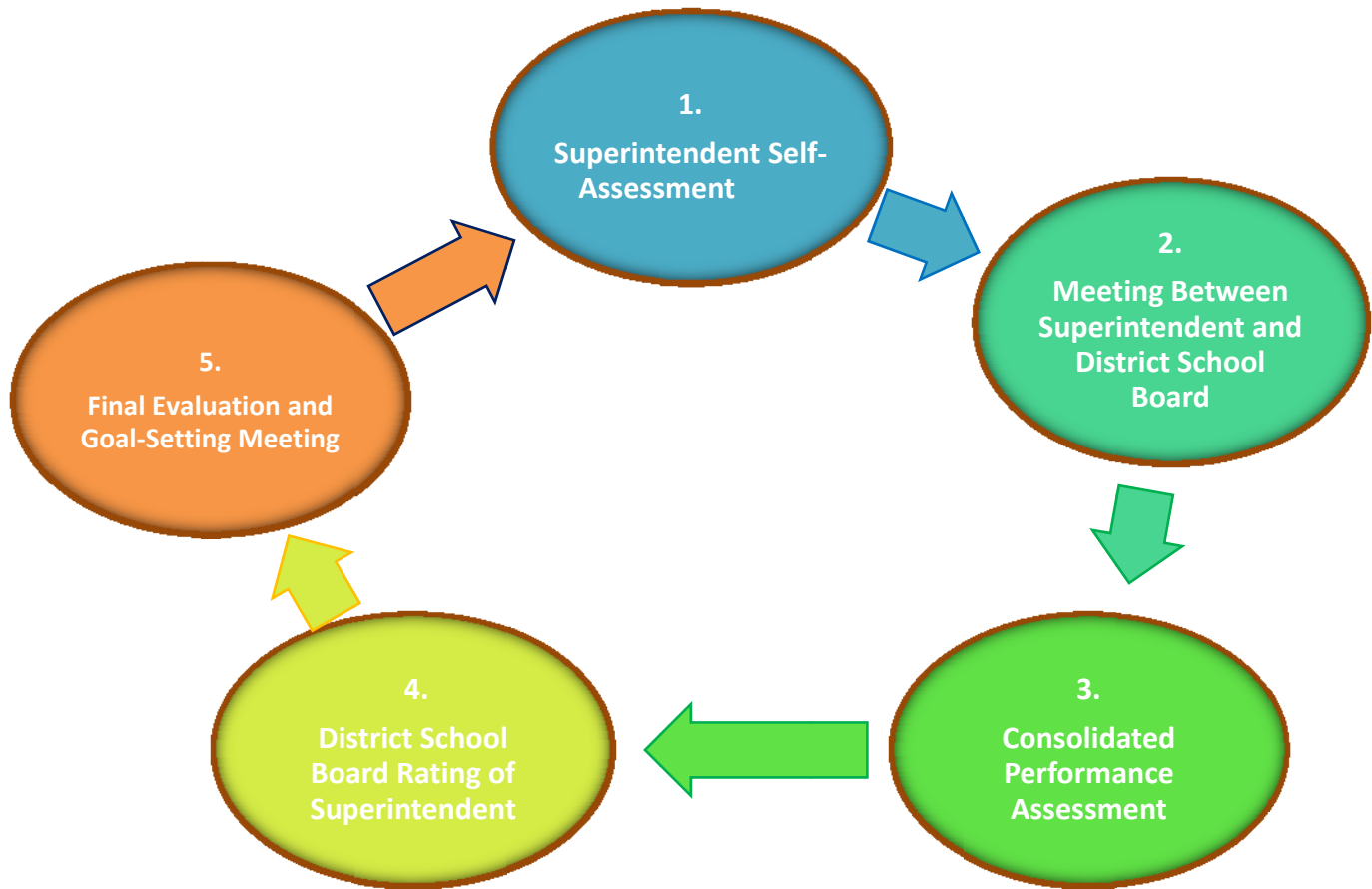
Purposes of the Evaluation

The Superintendent Evaluation Process will:

- Serve as a guide for superintendents as they reflect upon and improve their effectiveness as district leaders;
- Inform higher education programs in developing the content and requirements of degree programs that prepare future superintendents;
- Focus the goals and objectives of districts as they support, monitor and evaluate principals and other key district staff;
- Guide professional development for the superintendent as well as other district employees; and
- Serve as a tool in developing coaching and mentoring programs for superintendents.

The intended purpose of the North Carolina Superintendent Evaluation Process is to assess the superintendent in relation to the research-based strategies that have been proven to be effective. The superintendent will take the lead in conducting the evaluation process through the use of self-assessment, reflection and gathering input from the various stakeholders with an interest in the leadership in the district, including members of the district’s Board of Education (the Board). The evidence and documentation gathered is **not** intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards. The following steps outline the required elements of the North Carolina Superintendent Evaluation Process.

Figure 1: Superintendent Evaluation Process



Step 1: Superintendent Self-Assessment

Each school year, the superintendent will inform the Board that an evaluation of his/her performance needs to be conducted. In preparation for the first discussion related to such an evaluation, the superintendent will assess his or her own performance using the Rubric for Evaluating North Carolina Superintendents. This self-assessment will serve as the basis for setting preliminary goals for the upcoming academic year.

Step 2: Meeting Between Superintendent and District Board of Education

At this meeting, the superintendent will provide members of the Board a complete set of materials guiding the evaluation process and an explanation of the process, the timeline, and the rubric used to determine the superintendent’s level of performance. The superintendent and members of the Board will agree on the conditions of the evaluation including its scope, timeline, goals, evidence and documentation necessary to demonstrate proficiency, potential consequences of poor performance, and potential benefits of accomplished or distinguished performance. Each superintendent should be thoroughly familiar with the North Carolina Superintendent Evaluation Process and all of the materials associated with it, including definitions and forms.

The superintendent will also share with the Board the results of the self-assessment and his/her plans for each area that needs to be addressed during the year. Such areas may include items that need improvement as well as areas of strength that should be expanded and enhanced.

Step 3: Consolidated Performance Assessment

The superintendent will collect, analyze, and synthesize the information obtained agreed upon with the Board in Step 2 in order to prepare a comprehensive picture of performance throughout the year. This summary of the evidence and documentation needed to judge performance should be provided to the Board well in advance of the performance discussion at which final performance levels will be discussed.

Step 4: District School Board Rating of Superintendent

Members of the Board will independently rate the superintendent’s performance using the Superintendent Evaluation Rubric. They will then meet to discuss their individual ratings and to agree upon a single rating for each of the standards and each element associated with the standard. The Board should make every effort to achieve consensus on the superintendent’s ratings. This consensus rating will be shared with the superintendent. Individual ratings may be shared, but that is not a requirement of the evaluation process.

Step 5: Final Evaluation and Goal-Setting

The superintendent and the Board will discuss the superintendent’s progress toward achieving goals established for the year and the level of performance on standards as documented in steps 1 and 4. This discussion will include the self-assessment, consolidated assessment, and the Board’s summary evaluation of the superintendent, which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion, the Board and superintendent will agree on the artifacts that are needed for the review and a timeline for providing such information for the Board’s consideration. At this meeting, the superintendent and the Board will agree upon performance goals and recommendations for the subsequent school year. All forms needed to complete this process are included in this packet.

It will be helpful to understand the responsibilities of the superintendent and the Board as they engage in this process. The table below outlines those responsibilities.

Superintendent Responsibilities:	Board Responsibilities:
<ul style="list-style-type: none">• Understand the Superintendent Evaluation Process.• Prepare for Step 2 – the meeting with the Board to agree upon the guidelines for conducting the evaluation. This preparation will include completing a self-assessment, reviewing performance goals and determining which have been met and which are short of completion, and identifying change initiatives underway at their school.• Gather data, artifacts, evidence to support performance in relation to the standards and progress toward attaining goals.• Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.• Finalize goals and end-of-year evaluation with	<ul style="list-style-type: none">• Participate in training to understand and implement the North Carolina Superintendent Evaluation Process.• Ensure that all steps of the evaluation process are conducted as described in this document.• Identify the superintendent’s strengths and areas for improvement and make recommendations for improving performance.• Ensure that the contents of the Superintendent Summary Evaluation Report contain accurate information and accurately reflect the principal’s performance.• Participate in the evaluation discussions and guide the superintendent in establishing goals for the subsequent year.

DRAFT: For McREL and NC Department of Public Instruction Use Only

Superintendent Responsibilities:	Board Responsibilities:
evaluator as soon as student achievement data is received.	

DRAFT: For McREL and NC Department of Public Instruction Use Only
Rubric for Evaluating North Carolina Superintendents

The following rubric was developed to align with and exemplify the North Carolina Standards for Superintendents (see Appendix __) approved by the State Board of Education in ??????. The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record evaluator ratings of the superintendent and the superintendent's self-assessments, and to document end-of-year ratings based on all evaluation activities. A form for summarizing the superintendent's ratings also accompanies the rubric. Together, these materials form the core of the Superintendent Evaluation Process.

The superintendent's performance will be noted as follows:

Developing: Superintendent demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

Proficient: Superintendent demonstrated basic competence on standard(s) of performance.

Accomplished: Superintendent exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Superintendent consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Superintendent did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the evaluator must comment about why it was used.)

These levels are cumulative across the rows of the rubric. The *Developing* superintendent may exemplify the skills expected of a superintendent who is new to the position or an experienced superintendent who is working in a new school, or who needs a new skill in order to meet the standard. A *Proficient* superintendent must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* superintendent exhibits all of the skills and knowledge described for that element across the row. Occasionally, a superintendent might not demonstrate evidence of proficiency on a particular element. In that case, the *Not Demonstrated* column should be selected. This column may also be used to document evidence that a superintendent is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

This instrument should be used to monitor the superintendent's progress toward consistently using practices that leadership research has identified as necessary in order to improve the amount of learning that takes place in a school. The rubric below should be completed by superintendents as a self-assessment of the performance during the year. Board members will use the rubric to complete their assessment of the superintendent's performance for the same time period. Likewise, the superintendent and the Board will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the superintendent.

How the Rubric is Constructed

Standard					
<p>Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.</p>					
<p>a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.</p>					
Ratings	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops and communicates a personal vision of a 21st Century school district. <input type="checkbox"/> Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century. <input type="checkbox"/> Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. 	
Descriptors					

How to Score the Rubric

The descriptors within each element are cumulative across the rows. To be rated “Distinguished” on any element, the superintendent must exhibit all of the descriptors under “Developing,” “Proficient,” and “Accomplished,” as well as all of the descriptors for a “Distinguished” superintendent. The example below illustrates the scoring strategy to be used for each descriptor. The person rating the superintendent (the evaluator) will begin at the left column and check the descriptors the superintendent demonstrates. The

DRAFT: For McREL and NC Department of Public Instruction Use Only

evaluator should rate the superintendent on all of the descriptors by marking the box beside each element in evidence. If the principal does not demonstrate that practice, the evaluator should leave the box blank. If the evaluator cannot check any of the practices under the other four columns, the superintendent is rated “Not Demonstrated.” In such cases, the evaluator MUST comment and provide guidance about how the superintendent needs to proceed toward obtaining the skills described under that element.

Figure 2: Example of How to Complete the Rubric

Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21 st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.				
a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops and communicates a personal vision of a 21 st Century school district. <input type="checkbox"/> Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21 st Century.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information.	<div style="text-align: center; height: 100px;"> </div>

Rubric for Evaluating North Carolina Superintendents

Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Develops and communicates a personal vision of a 21st Century school district. <input type="checkbox"/> Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century. <input type="checkbox"/> Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. <input type="checkbox"/> Effectively communicates district improvement plan to principals. <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the North Carolina Teacher Working Conditions Survey) to develop goals and objectives and facilitate needed changes for improvement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision. <p>Creates processes and procedures for developing, implementing, and maintaining the district’s strategic plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the periodic review and update of the district’s vision, mission, and strategic goals. <input type="checkbox"/> Drives decisions and reflects the culture of the district. <input type="checkbox"/> Establishes clear priorities among the district’s instructional goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. <input type="checkbox"/> Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. <input type="checkbox"/> Establishes a rigorous and systematic approach to update or rewrite the district’s vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly articulates the skills and experiences students will need to live and work in the 21st Century. <input type="checkbox"/> Identifies potential school and district changes for improving student learning. <input type="checkbox"/> Understands the fundamentals and value of program evaluation. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically challenges the status quo and implements change focused on improving student learning of 21st Century knowledge and skills. <input type="checkbox"/> Routinely and systematically uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. <input type="checkbox"/> Clearly and regularly communicates to all stakeholders the results of evaluation of change efforts. <input type="checkbox"/> Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21st Century skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increases student learning of 21st Century knowledge and skills as a result of routine and systematic evaluation clearly indicate. <input type="checkbox"/> Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the changes that have brought about improvement in student learning. <input type="checkbox"/> Serves as a leader or mentor to assist other superintendents in guiding data-driven decision making and change. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision-making throughout the district.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input type="checkbox"/> Understands the culture of leadership in the district. <input type="checkbox"/> Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision-making among staff members throughout the district. <input type="checkbox"/> Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. <input type="checkbox"/> Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision-making in ways that include a wide range of stakeholders including parents and community members. <input type="checkbox"/> Creates policies, procedures, and processes that support distributed leadership <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	
<u>Comments:</u>				
<u>Suggested Data and Documents:</u>				
<ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School Improvement Plans are implemented, assessed and modified <input type="checkbox"/> Effectively functioning, elected School Improvement Teams 			<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent's performance plan aligned with state and local strategic priorities and objectives <input type="checkbox"/> Staff can articulate the district's direction and focus <input type="checkbox"/> Student performance data <input type="checkbox"/> Student achievement and testing data 	

Standard 2: Instructional Leadership - Superintendents set high standards for the professional practice of 21st Century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The superintendent leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. <input type="checkbox"/> Knows 21st Century curricular, instructional, and assessment practices. <input type="checkbox"/> Sets high expectations and concrete district goals focused on learning and teaching. <input type="checkbox"/> Articulates the practice of superintendent leadership in the context of 21st Century knowledge and skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st Century. <input type="checkbox"/> Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction and assessment, and the state accountability program. <p>Implements 21st Century:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional tools and best practices, <input type="checkbox"/> Assessment and feedback processes, <input type="checkbox"/> Professional development programs on instructional leadership, and <input type="checkbox"/> Uses of student assessment data to improve instruction. <input type="checkbox"/> Designs scheduling processes that maximize learning time. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds all district staff accountable for achieving district learning and teaching goals. <input type="checkbox"/> Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21st Century knowledge and skills. <input type="checkbox"/> Monitors the effectiveness of curriculum, instruction, and assessment in promoting increased student learning. <input type="checkbox"/> Uses the results of monitoring to make adaptations to curriculum, instruction, and assessment. <input type="checkbox"/> Ensures that instructional time is valued and protected across the district. <input type="checkbox"/> Develops appropriate rewards for and recognition of improved student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops policies and organizational structures to ensure that effective alignment practices are sustained. <input type="checkbox"/> Shares with the larger professional community practices and procedures that have resulted in improved student achievement. 	

Comments:

Suggested Data and Documents:

- District strategic plan
- School Improvement Plan
- Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)

- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

Standard 3: Cultural Leadership - Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with central office staff, local school board members and principals. <input type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district. <input type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district. <input type="checkbox"/> Uses data to create and maintain a positive work environment. <input type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. <input type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes district shortcomings and accomplishments. <input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. <input type="checkbox"/> When possible, collaborates with principals to establish criteria for evaluating programs and performance. <input type="checkbox"/> Uses shortcomings as opportunities to improve. <input type="checkbox"/> Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings. 	

c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.

<ul style="list-style-type: none"> <input type="checkbox"/> Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district. <input type="checkbox"/> Understands the value of efficacy among district staff in promoting district goals. <input type="checkbox"/> Establishes an environment of trust among staff. <input type="checkbox"/> Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an environment of trust among staff, students, parents, and the community at large. <input type="checkbox"/> Communicates a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
--	---	---	---	--

Comments:

Suggested Data and Documents:

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Climate Survey Data<input type="checkbox"/> NC Teacher Working Conditions Survey results<input type="checkbox"/> Teacher retention data | <ul style="list-style-type: none"><input type="checkbox"/> Student performance data<input type="checkbox"/> Awards structures developed by the district and schools<input type="checkbox"/> Community support of the district |
|--|---|

Standard 4: Human Resource Leadership - Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Implements professional learning communities throughout the district. <input type="checkbox"/> Supports ongoing professional development activities throughout the district. <input type="checkbox"/> Enlists the support of teachers to implement professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning. <input type="checkbox"/> Assures scheduling processes and protocols that provide individual and ongoing collaborative planning time for every teacher. <input type="checkbox"/> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. <input type="checkbox"/> Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages district leadership as a professional learning community to advance the district's strategic plan. <input type="checkbox"/> Monitors the efficacy of professional learning communities in promoting district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools. <input type="checkbox"/> Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Recruiting, Hiring, Placing and Mentoring of staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p>Identifies district and individual school needs regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting new staff <input type="checkbox"/> Hiring new staff <input type="checkbox"/> Placing new staff <input type="checkbox"/> Mentoring new staff 	<p>... and Creates and implements effective policies and procedures for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting and retaining highly qualified and diverse personnel. <input type="checkbox"/> Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths. <input type="checkbox"/> Coaching and mentoring new staff members to support their success. <input type="checkbox"/> Identifies strategic positions in the district and has a succession plan for each key position. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> District policies and procedures result in a highly qualified and diverse staff. <input type="checkbox"/> Supports other district leaders in the development of effective recruitment and retention strategies. <input type="checkbox"/> Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies. <input type="checkbox"/> Makes recruitment and retention of highly qualified staff an operational priority in the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably.	<p>... and</p> <input type="checkbox"/> Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. <input type="checkbox"/> Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System.	<p>... and</p> <input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System. <input type="checkbox"/> Establishes procedures to assure that multiple assessments are used to evaluate staff.	<p>... and</p> <input type="checkbox"/> Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members.	

Comments:

DRAFT: For McREL and NC Department of Public Instruction Use Only

Suggested Data and Documents:

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Student performance data<input type="checkbox"/> District strategic plan<input type="checkbox"/> NC Teacher Working Conditions Survey results<input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure | <ul style="list-style-type: none"><input type="checkbox"/> Teacher, school executive, and staff diversity, recruitment, and retention data<input type="checkbox"/> Record of professional development provided staff and an assessment of the impact of professional development on student learning<input type="checkbox"/> Leadership development plan<input type="checkbox"/> Copies of professional growth plans for school executives<input type="checkbox"/> District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student<input type="checkbox"/> District leadership succession plan |
|--|--|

Standard 5: Managerial Leadership - Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st Century needs of the district.

a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and plans for facility needs. <input type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input type="checkbox"/> Utilizes collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. <input type="checkbox"/> Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district. <input type="checkbox"/> Understands that conflict is a part of shared human endeavor. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input type="checkbox"/> Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Allows others to express views that are contrary to her/his own in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues. <input type="checkbox"/> Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates necessary information to relevant district staff members. <input type="checkbox"/> Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assures that district staff and stakeholder groups receive and exchange information in a timely manner. <input type="checkbox"/> Uses a variety of media to communicate with principals and other stakeholder groups. <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of media to communicate with all members of the community. <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. <input type="checkbox"/> Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. <input type="checkbox"/> Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules and procedures for students and staff.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.	<p>... and Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring:</p> <input type="checkbox"/> Effective and efficient operations including management, business procedures, and scheduling <input type="checkbox"/> The health and safety of students and staff including physical and emotional well being <input type="checkbox"/> The security of all sensitive and confidential data	<p>... and</p> <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. <input type="checkbox"/> Implements innovative approaches to increase the effectiveness and efficiency of district operations, improve the health, safety and emotional well being of students and staff, and ensure the security of all sensitive and confidential data.	<p>... and</p> <input type="checkbox"/> Evaluates the impact of district rules and procedures on safety, security, and well being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions.	
<p><u>Comments:</u></p>				
<p><u>Suggested Data and Documents:</u></p> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)			<input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community Emergency Response Plan	

Standard 6: External Development Leadership - A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies groups and potential partners within the community. <input type="checkbox"/> Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. <input type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement <input type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. <input type="checkbox"/> Creates opportunities for both staff involvement in the community and community involvement in the schools. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). <input type="checkbox"/> Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. <input type="checkbox"/> Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input type="checkbox"/> Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Federal, State and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines, understands, and communicates the impact of legal issues affecting public education. <input type="checkbox"/> Prepares and recommends district policies in compliance with local, state and federal requirements. <input type="checkbox"/> Utilize legal systems to protect the rights of students and staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state and district mandates. <input type="checkbox"/> Facilitates the implementation of state education policy. <input type="checkbox"/> Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance. <input type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately. <input type="checkbox"/> Utilizes legal systems to improve learning opportunities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Guides the development of district goals and initiatives directed at improving student achievement. <input type="checkbox"/> Develops in principals and other district staff the capacity to comply with local, state, and federal mandates. <input type="checkbox"/> Holds principals and other staff accountable for compliance with local, state, and federal mandates. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	

Comments:

Suggested Data and Documents:

<ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> Minutes from school board meetings <input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Business partnerships and projects involving business partners <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school and district accomplishment in various forms of public media <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Student enrollment data for community college and university courses
---	---

Standard 7: Micro-political Leadership - The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Superintendent Micro-political Leadership: The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture and performance.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization. <input type="checkbox"/> Surveys and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making. <input type="checkbox"/> Maintains a positive working relationship with the school board. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship. <input type="checkbox"/> Develops relationships with district and influential community groups that further the district's goals of positive culture and student performance. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accesses local, state, and national political systems to provide input on critical educational issues. <input type="checkbox"/> Develops the capacity of principals and staff to foster relationships with influential school and school- community groups that further the district's goals of positive culture and student learning. <input type="checkbox"/> Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Influences local, state, and national political systems on critical educational issues. <input type="checkbox"/> Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests. 	

Comments:

Suggested Data and Documents:

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Parent, community and staff survey data<input type="checkbox"/> Teacher, School Executive, and Staff retention data<input type="checkbox"/> Ability to confront conflict and build consensus<input type="checkbox"/> Shared decision-making | <ul style="list-style-type: none"><input type="checkbox"/> Outreach efforts<input type="checkbox"/> School Board policies<input type="checkbox"/> Minutes and reports<input type="checkbox"/> Superintendent's Performance Goals |
|---|---|

Superintendent Summary Evaluation Worksheet

This form is used to summarize self-assessment and evaluator ratings in preparation for the summary evaluation conference.

Name of Superintendent _____ Date: _____

District: _____

Name of Evaluator: _____ Title: _____

	•Distinguishe																				
	Accomplished																				
	Proficient																				
	Developing																				
	Not Demonstrated																				
	District Strategic Plan																				
	Leading Change																				
	Distributive Leadership																				
	Overall: Strategic Leadership																				
	Focus on Learning and Teaching; Curriculum, Instruction & Assessment																				
	Overall: Instructional Leadership																				
	Focus on Collaborative Work Environment																				
	Acknowledges Failures; Celebrates Accomplishments and Rewards																				
	Efficacy and Empowerment																				
	Overall: Cultural Leadership																				
	Professional Dev./Learning Comm.																				
	Recruiting, Hiring & Mentoring Staff																				
	Teacher and Staff Development																				
	Overall: Human Resource Leadership																				
	School Resources and Budget																				
	Conflict Management & Resolution																				
	Systemic Communication																				
	District Expectations for Students and Staff																				
	Overall: Managerial Leadership																				
	Parent and Community Involvement and Outreach																				
	Federal, State and District Mandates																				
	Overall: External Development Leadership																				
	Superintendent Micro-political Leadership																				
	Overall: Superintendent Micro-political Leadership																				
	Strategic Leadership																				
	Instructional Leadership																				
	Cultural Leadership																				
	Human Resource Leadership																				
	Managerial Leadership																				
	External Development Leadership																				
	Micro-political Leadership																				

1. Record ratings on individual responsibilities.

2. Determine the Overall Rating for Each Focus area: The Overall Rating is determined by locating the lowest score on individual element ratings for that standard. That is the overall rating for the standard.

North Carolina Superintendent Goal-Setting Form

Name: _____ School: _____ School Year: _____

INSTRUCTIONS: This goal-setting form should be completed by the superintendent following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the local Board prior to the beginning of work on the goals. It is recommended that no more than five (5) goals be established for a single school year; it is not necessary for the superintendent to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
1. Strategic Leadership					
2. Instructional Leadership					
3. Cultural Leadership					
4. Human Resource Leadership					
5. Managerial Leadership					

DRAFT: For McREL and NC Department of Public Instruction Use Only

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
6. External Development Leadership					
7. Micro-political Leadership					

Principal Signature _____ Date _____

Supervisor Signature _____ Date _____

DRAFT: For McREL and NC Department of Public Instruction Use Only
Sample Rubric for Evaluating North Carolina Superintendents

Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Develops and communicates a personal vision of a 21st Century school district. ✓ Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century. ✓ Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. ✓ Effectively communicates district improvement plan to principals. ✓ Uses multiple sources of data (e.g., student performance data, data from the North Carolina Teacher Working Conditions Survey) to develop goals and objectives and facilitate needed changes for improvement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Facilitates the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. ✓ Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision. <p>Creates processes and procedures for developing, implementing, and maintaining the district’s strategic plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the periodic review and update of the district’s vision, mission, and strategic goals. ✓ Drives decisions and reflects the culture of the district. ✓ Establishes clear priorities among the district’s instructional goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Ensures that the district’s strategic plan is implemented as intended by its developers. ✓ Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. ✓ Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. ✓ Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. <input type="checkbox"/> Establishes a rigorous and systematic approach to update or rewrite the district’s vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Clearly articulates the skills and experiences students will need to live and work in the 21st Century. ✓ Identifies potential school and district changes for improving student learning. ✓ Understands the fundamentals and value of program evaluation. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Systematically challenges the status quo and implements change focused on improving student learning of 21st Century knowledge and skills. ✓ Routinely and systematically uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. ✓ Clearly and regularly communicates to all stakeholders the results of evaluation of change efforts. ✓ Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. ✓ Is a driving force behind major initiatives that help students acquire 21st Century skills. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Increases student learning of 21st Century knowledge and skills as a result of routine and systematic evaluation clearly indicate. ✓ Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the changes that have brought about improvement in student learning. ✓ Serves as a leader or mentor to assist other superintendents in guiding data-driven decision making and change. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision-making throughout the district.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input checked="" type="checkbox"/> Understands the culture of leadership in the district. <input checked="" type="checkbox"/> Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implements structures to distribute leadership and decision-making among staff members throughout the district. <input checked="" type="checkbox"/> Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. <input checked="" type="checkbox"/> Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implements structures to distribute leadership and decision-making in ways that include a wide range of stakeholders including parents and community members. <input checked="" type="checkbox"/> Creates policies, procedures, and processes that support distributed leadership <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	
<u>Comments:</u>				
<u>Suggested Data and Documents:</u>				
<ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School Improvement Plans are implemented, assessed and modified <input type="checkbox"/> Effectively functioning, elected School Improvement Teams 			<ul style="list-style-type: none"> <input type="checkbox"/> Superintendent's performance plan aligned with state and local strategic priorities and objectives <input type="checkbox"/> Staff can articulate the district's direction and focus <input type="checkbox"/> Student performance data <input type="checkbox"/> Student achievement and testing data 	

Standard 2: Instructional Leadership - Superintendents set high standards for the professional practice of 21st Century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The superintendent leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. ✓ Knows 21st Century curricular, instructional, and assessment practices. ✓ Sets high expectations and concrete district goals focused on learning and teaching. ✓ Articulates the practice of superintendent leadership in the context of 21st Century knowledge and skills. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st Century. ✓ Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction and assessment, and the state accountability program. <p>Implements 21st Century:</p> <ul style="list-style-type: none"> ✓ Instructional tools and best practices, ✓ Assessment and feedback processes, ✓ Professional development programs on instructional leadership, and ✓ Uses of student assessment data to improve instruction. <ul style="list-style-type: none"> ✓ Designs scheduling processes that maximize learning time. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Holds all district staff accountable for achieving district learning and teaching goals. ✓ Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21st Century knowledge and skills. ✓ Monitors the effectiveness of curriculum, instruction, and assessment in promoting increased student learning. ✓ Uses the results of monitoring to make adaptations to curriculum, instruction, and assessment. ✓ Ensures that instructional time is valued and protected across the district. ✓ Develops appropriate rewards for and recognition of improved student achievement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Develops policies and organizational structures to ensure that effective alignment practices are sustained. ✓ Shares with the larger professional community practices and procedures that have resulted in improved student achievement. 	

Comments:

Suggested Data and Documents:

- District strategic plan
- School Improvement Plan
- Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)

- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

Standard 3: Cultural Leadership - Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborates with central office staff, local school board members and principals. <input checked="" type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input checked="" type="checkbox"/> Uses multiple sources of data to understand the culture of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district. <input checked="" type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district. <input checked="" type="checkbox"/> Uses data to create and maintain a positive work environment. <input checked="" type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. <input checked="" type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognizes district shortcomings and accomplishments. <input checked="" type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. <input checked="" type="checkbox"/> When possible, collaborates with principals to establish criteria for evaluating programs and performance. <input checked="" type="checkbox"/> Uses shortcomings as opportunities to improve. <input checked="" type="checkbox"/> Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings. 	

c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district. <input checked="" type="checkbox"/> Understands the value of efficacy among district staff in promoting district goals. <input checked="" type="checkbox"/> Establishes an environment of trust among staff. <input checked="" type="checkbox"/> Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establishes an environment of trust among staff, students, parents, and the community at large. <input checked="" type="checkbox"/> Communicates a belief in the ability of personnel to accomplish substantial outcomes. <input checked="" type="checkbox"/> Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
--	--	--	--	--

Comments:

Suggested Data and Documents:

- | | |
|--|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Climate Survey Data<input type="checkbox"/> NC Teacher Working Conditions Survey results<input type="checkbox"/> Teacher retention data | <ul style="list-style-type: none"><input type="checkbox"/> Student performance data<input type="checkbox"/> Awards structures developed by the district and schools<input type="checkbox"/> Community support of the district |
|--|---|

Standard 4: Human Resource Leadership - Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Implements professional learning communities throughout the district. ✓ Supports ongoing professional development activities throughout the district. ✓ Enlists the support of teachers to implement professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning. ✓ Assures scheduling processes and protocols that provide individual and ongoing collaborative planning time for every teacher. ✓ Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. ✓ Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Engages district leadership as a professional learning community to advance the district's strategic plan. ✓ Monitors the efficacy of professional learning communities in promoting district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools. ✓ Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Recruiting, Hiring, Placing and Mentoring of staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p>Identifies district and individual school needs regarding:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recruiting new staff <input checked="" type="checkbox"/> Hiring new staff <input checked="" type="checkbox"/> Placing new staff <input checked="" type="checkbox"/> Mentoring new staff 	<p>... and Creates and implements effective policies and procedures for:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recruiting and retaining highly qualified and diverse personnel. <input checked="" type="checkbox"/> Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths. <input checked="" type="checkbox"/> Coaching and mentoring new staff members to support their success. <input checked="" type="checkbox"/> Identifies strategic positions in the district and has a succession plan for each key position. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> District policies and procedures result in a highly qualified and diverse staff. <input checked="" type="checkbox"/> Supports other district leaders in the development of effective recruitment and retention strategies. <input checked="" type="checkbox"/> Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies. <input type="checkbox"/> Makes recruitment and retention of highly qualified staff an operational priority in the district. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p><input checked="" type="checkbox"/> Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district.</p> <p><input checked="" type="checkbox"/> Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan.</p> <p><input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System.</p>	<p>... and</p> <p><input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System.</p> <p><input checked="" type="checkbox"/> Establishes procedures to assure that multiple assessments are used to evaluate staff.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans.</p> <p><input type="checkbox"/> Removes ineffective staff members.</p>	

Comments:

DRAFT: For McREL and NC Department of Public Instruction Use Only

Suggested Data and Documents:

- | | |
|--|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Student performance data<input type="checkbox"/> District strategic plan<input type="checkbox"/> NC Teacher Working Conditions Survey results<input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure | <ul style="list-style-type: none"><input type="checkbox"/> Teacher, school executive, and staff diversity, recruitment, and retention data<input type="checkbox"/> Record of professional development provided staff and an assessment of the impact of professional development on student learning<input type="checkbox"/> Leadership development plan<input type="checkbox"/> Copies of professional growth plans for school executives<input type="checkbox"/> District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student<input type="checkbox"/> District leadership succession plan |
|--|--|

Standard 5: Managerial Leadership - Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st Century needs of the district.

a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifies and plans for facility needs. <input checked="" type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input checked="" type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input checked="" type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input checked="" type="checkbox"/> Utilizes collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. <input checked="" type="checkbox"/> Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input checked="" type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. <input checked="" type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district. <input checked="" type="checkbox"/> Understands that conflict is a part of shared human endeavor. <input checked="" type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input checked="" type="checkbox"/> Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input checked="" type="checkbox"/> Allows others to express views that are contrary to her/his own in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues. <input checked="" type="checkbox"/> Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Communicates necessary information to relevant district staff members. ✓ Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Assures that district staff and stakeholder groups receive and exchange information in a timely manner. ✓ Uses a variety of media to communicate with principals and other stakeholder groups. ✓ Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Uses a variety of media to communicate with all members of the community. ✓ Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. ✓ Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. ✓ Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p><input checked="" type="checkbox"/> Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.</p>	<p>... and</p> <p>Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Effective and efficient operations including management, business procedures, and scheduling <input checked="" type="checkbox"/> The health and safety of students and staff including physical and emotional well being <input checked="" type="checkbox"/> The security of all sensitive and confidential data 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. <input checked="" type="checkbox"/> Implements innovative approaches to increase the effectiveness and efficiency of district operations, improve the health, safety and emotional well being of students and staff, and ensure the security of all sensitive and confidential data. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evaluates the impact of district rules and procedures on safety, security, and well being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions. 	

Comments:

Suggested Data and Documents:

- District strategic plan
- External reviews and audits (e.g., budget, child nutrition, transportation)
- Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)

- Communication of safety procedures and behavioral expectations throughout the school community
- NC Teacher Working Conditions Survey results
- District and school safety and crisis plans
- Community Emergency Response Plan

Standard 6: External Development Leadership - A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifies groups and potential partners within the community. <input checked="" type="checkbox"/> Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. <input checked="" type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement <input checked="" type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. <input checked="" type="checkbox"/> Creates opportunities for both staff involvement in the community and community involvement in the schools. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). <input checked="" type="checkbox"/> Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. <input checked="" type="checkbox"/> Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input checked="" type="checkbox"/> Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan. 	

DRAFT: For McREL and NC Department of Public Instruction Use Only

b. Federal, State and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Defines, understands, and communicates the impact of legal issues affecting public education. <input checked="" type="checkbox"/> Prepares and recommends district policies in compliance with local, state and federal requirements. <input checked="" type="checkbox"/> Utilize legal systems to protect the rights of students and staff. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state and district mandates. <input checked="" type="checkbox"/> Facilitates the implementation of state education policy. <input checked="" type="checkbox"/> Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance. <input checked="" type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately. <input checked="" type="checkbox"/> Utilizes legal systems to improve learning opportunities. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input checked="" type="checkbox"/> Guides the development of district goals and initiatives directed at improving student achievement. <input checked="" type="checkbox"/> Develops in principals and other district staff the capacity to comply with local, state, and federal mandates. <input checked="" type="checkbox"/> Holds principals and other staff accountable for compliance with local, state, and federal mandates. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	

Comments:

Suggested Data and Documents:

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> Minutes from school board meetings <input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Business partnerships and projects involving business partners <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities | <ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school and district accomplishment in various forms of public media <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Student enrollment data for community college and university courses |
|---|---|

Standard 7: Micro-political Leadership - The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Superintendent Micro-political Leadership: The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture and performance.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization. <input checked="" type="checkbox"/> Surveys and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making. <input checked="" type="checkbox"/> Maintains a positive working relationship with the school board. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship. <input checked="" type="checkbox"/> Develops relationships with district and influential community groups that further the district's goals of positive culture and student performance. 	<p>... and</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accesses local, state, and national political systems to provide input on critical educational issues. <input type="checkbox"/> Develops the capacity of principals and staff to foster relationships with influential school and school- community groups that further the district's goals of positive culture and student learning. <input type="checkbox"/> Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Influences local, state, and national political systems on critical educational issues. <input checked="" type="checkbox"/> Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests. 	

Comments:

Suggested Data and Documents:

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Parent, community and staff survey data<input type="checkbox"/> Teacher, School Executive, and Staff retention data<input type="checkbox"/> Ability to confront conflict and build consensus<input type="checkbox"/> Shared decision-making | <ul style="list-style-type: none"><input type="checkbox"/> Outreach efforts<input type="checkbox"/> School Board policies<input type="checkbox"/> Minutes and reports<input type="checkbox"/> Superintendent's Performance Goals |
|---|---|

North Carolina Superintendent Goal-Setting Form

Name: _____ School: _____ School Year: _____

INSTRUCTIONS: This goal-setting form should be completed by the superintendent following the self-assessment process. The goals, as well as activities, outcomes and time line, will be reviewed by the local Board prior to the beginning of work on the goals. It is recommended that no more than five (5) goals be established for a single school year; it is not necessary for the superintendent to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
1. Strategic Leadership	District Strategic Plan	Develop and implement a process for routinely updating the district's Strategic Plan.	Convene strategic planning steering committee Align update process with key benchmarks in the plan. Gain steering committee consensus on the process Obtain Board approval of the process.	Routine update of the district's strategic plan on a regular, agreed upon schedule.	End of next school year
2. Instructional Leadership					
3. Cultural Leadership					
4. Human Resource Leadership	Teacher and Staff Evaluation	Hold principals and other district leaders accountable for implementing the North Carolina Educator Evaluation System.			Beginning of next school year

DRAFT: For McREL and NC Department of Public Instruction Use Only

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
5. Managerial Leadership	School Resources and Budget	Use value-added assessment to improve the relevancy and impact of resource allocation and use			End of next school year
6. External Development Leadership					
7. Micro-political Leadership	Superintendent Micro-Political Leadership	Work with the Board to define the roles and responsibilities of the Superintendent and Board in order to enhance a positive working relationship.		Roles and responsibilities of Board and superintendent are clearly defined	End of next school year

Principal Signature _____ Date _____

Supervisor Signature _____ Date _____

_____ Date _____

DRAFT: For McREL and NC Department of Public Instruction Use Only
Appendices

Appendix A: Glossary

Appendix B: Sample Completed and Scored Rubric

Appendix A

Glossary

1. **Artifact** – A product resulting from a school leader’s work. Lists of suggested artifacts are included at the end of each focus area on the rubric and on the Summary Evaluation Rating Form. These lists are not all-inclusive and should be considered as examples of items a principal may share with the evaluator.
2. **Data** – Factual information used as the basis for reasoning, discussion or planning.
3. **Evidence** – Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
4. **North Carolina Superintendent Evaluation Rubric** – A composite matrix of the standards, elements and descriptors of the North Carolina Standards for Superintendents.

Standard					
Standard 1: Strategic Leadership - Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21 st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.					
a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.					
Ratings	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element	<ul style="list-style-type: none"> <input type="checkbox"/> Develops and communicates a personal vision of a 21st Century school district. <input type="checkbox"/> Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st Century. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> . 	
Descriptors					

DRAFT: For McREL and NC Department of Public Instruction Use Only

5. **Performance Goals** – Goals for improvement in professional practice based on the self-assessment and/or supervisor recommendation.
6. **Performance Rating Scale** – The following rating scale will be used for evaluating school superintendents:
 - **Developing:** Superintendent demonstrated *adequate growth toward achieving standard(s)* during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - **Proficient:** Superintendent demonstrated basic competence on standard(s) of performance.
 - **Accomplished:** Superintendent exceeded basic competence on standard(s) for performance most of the time.
 - **Distinguished:** Superintendent consistently and significantly exceeded basic competence on standards of performance.
 - **Not Demonstrated:** Superintendent did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.

7. **Research-based practice** - Education practice that is backed by rigorous evidence of effectiveness.
8. **Self-assessment** – Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others.
9. **Summary Evaluation Form** – A composite assessment of the school executive’s performance based on the evaluation rubric and supporting evidence.