



SUPERINTENDENT PERFORMANCE EVALUATION SYSTEM (SPES) EVALUATOR TRAINING

JUNE 2022

VIRGINIA BOARD OF EDUCATION

Superintendent Evaluation System (SPES) Performance Standard Revisions

(Strike-through words have been deleted; underlined words are new.)

Performance Standard 1: ~~Mission, Vision, and Goals~~ Strategic Leadership

The superintendent ~~works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress. creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.~~

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 1.2 Works collaboratively with the school board and stakeholders to develop and ~~recommend~~ implement policies that define organizational expectations; and ~~effectively communicates these to all stakeholders that result in continuous improvement.~~
- 1.~~2~~3 Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board, ~~and~~ staff, students, and community.
- 1.34 Keeps the school board informed on current and future needs and issues ~~confronting~~ affecting the school division employees and students and works collaboratively to resolve them.
- 1.45 Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.5~~—~~ Functions as the primary instructional leader for the school division, ~~seeking out and relying on support from staff as necessary when advising the school board.~~
- 1.56 Oversees the administration of the school division's day-to-day operations.
- 1.67 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
- 1.78 Fosters external partnerships to build targeted opportunities around identified student and school division needs.
- 1.89 Delegates authority and responsibility to other employees as needs and opportunities arise and ensures accountability for implementation.
- 1.910 Recommends policy additions or modifications to improve student learning and division effectiveness.

Strategic Leadership Rubric

<p style="text-align: center;">Exemplary Highly Effective <i>In addition to meeting the requirements for Effective Proficient...</i></p> <p>The superintendent establishes a highly productive relationship with the local school board to <u>drive lead strategic improvement</u> formulate and implement the school division's mission, vision, and goals to promote student academic progress.</p>	<p style="text-align: center;">Proficient Effective <i>Proficient-Effective is the expected level of performance.</i></p> <p>The superintendent works with the local school board to <u>formulate and implement the school division's mission, vision, and goals to promote student academic progress.</u> creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the <u>division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.</u></p>	<p style="text-align: center;">Developing/Needs Improvement Approaching Effective</p> <p>The superintendent has not reached a level of proficiency in working with the local school board to <u>formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.</u> is inconsistent in <u>creating, monitoring, and/or facilitating the process of strategic improvement, and/or seeking to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.</u></p>	<p style="text-align: center;">Unacceptable Ineffective</p> <p>The superintendent does not work with the local school board to <u>formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.</u> fails to create, monitor, and/or facilitate the process of strategic <u>improvement, and/or fails to seek to ensure the division's mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.</u></p>
---	---	---	---

Performance Standard 2: Planning and Assessment

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

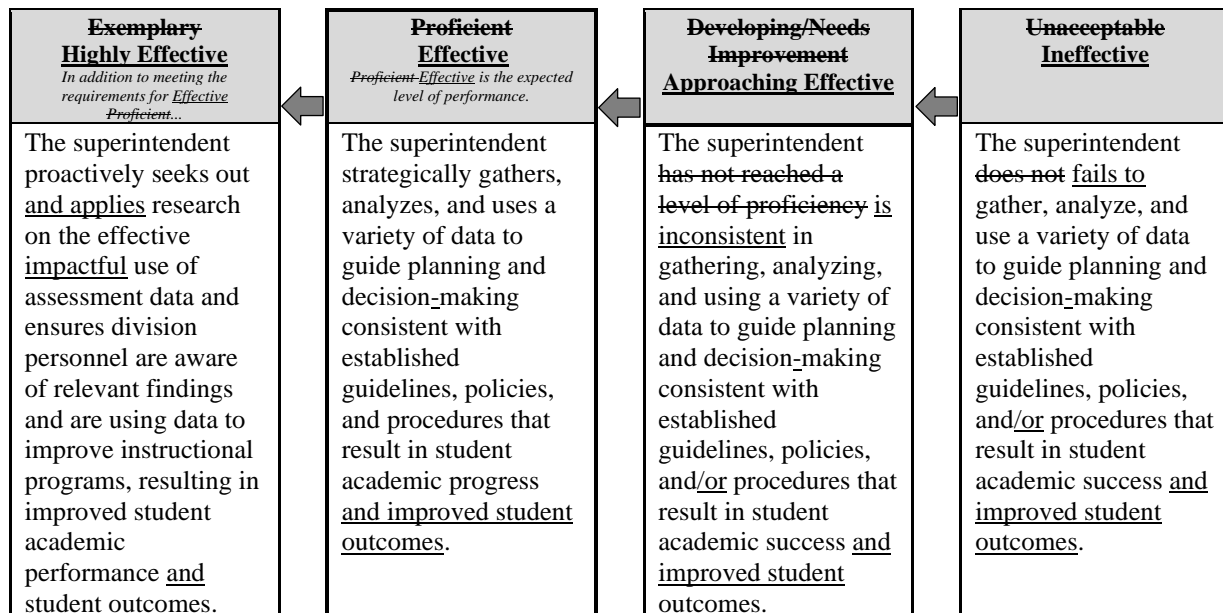
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

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

Planning and Assessment Rubric



Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of ~~effective teaching and learning that leads to student academic progress and school improvement.~~ instructional systems that promote high student achievement and professional development and growth for staff.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 3.1 ~~Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.~~ Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.
- 3.2 ~~Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.~~ Creates and sustains a school division culture of excellence with expectations that support effective, data-driven decision-making and the use of multiple sources of evidence to drive school and division goals, improve organizational performance, educator effectiveness, and student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.
- 3.4 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.
- 3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.
- 3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- 3.9 ~~Provides staff development programs consistent with program evaluation results and school instructional improvement plans.~~ Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and appropriate methods to analyze and adapt practices that achieve improved results.

Instructional Leadership Rubric

<p>Exemplary Highly Effective <i>In addition to meeting the requirements for Effective Proficient...</i></p>	<p>Proficient Effective <i>Proficient-Effective is the expected level of performance.</i></p>	<p>Developing/Needs Improvement Approaching Effective</p>	<p>Unacceptable Ineffective</p>
<p>The superintendent actively and consistently employs innovative and effective <u>impactful</u> leadership strategies that empower teachers, <u>staff</u>, and <u>administrators</u> <u>division leaders</u>; maximize student academic progress; and result in effective teaching and learning that reflects excellence.</p>	<p>The superintendent fosters the success of all teachers, staff, <u>division leaders</u>, and students by ensuring the development, communication, implementation, and evaluation of <u>effective teaching and learning that leads to student academic progress and school improvement. instructional systems that promote high student achievement and professional development and growth for staff.</u></p>	<p>The superintendent has not reached a level of proficiency <u>is inconsistent</u> in fostering the success of all teachers, staff, <u>division leaders</u>, and students by <u>facilitating ensuring</u> the development, communication, and/or evaluation of <u>effective teaching and learning that leads to student academic progress and school improvement. instructional systems that promote high student achievement and professional development and growth for staff.</u></p>	<p>The superintendent does not <u>fails to</u> foster the success of all teachers, staff, <u>division leaders</u>, and students by <u>facilitating ensuring</u> the development, communication, implementation, and/or evaluation of <u>effective teaching and learning that leads to student academic progress and school improvement. instructional systems that promote high student achievement and professional development and growth for staff.</u></p>

Performance Standard 4: Organizational Leadership and Safety-Resource Management

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

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques and communicates resolutions with necessary stakeholders.
- 4.2 Facilitates the implementation of research-based theories and techniques of classroom management relating to school attendance, parental involvement, student behavior discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and ~~most effective~~ high-performing teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the ~~effective~~ impactful and equitable support of all of the division's students, schools, and programs.
- 4.5 Demonstrates organizational skills to efficiently and safely achieve school, community, and division goals.
- 4.6 Provides staff development, support, and resources for all categories of personnel to improve job performance consistent with individual needs, program evaluation results, and instructional improvement plans.
- 4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback and recognizes and supports the achievement of highly effective personnel.
- ~~4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.~~
- ~~4.98 Collaborates and develops internal and external partnerships to enhance operations and resource management. with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.~~
- 4.9 Anticipates, assesses, and responds to current, emerging, and future division, student, and school community needs in a timely manner.

Organizational Leadership and Resource Management Rubric

<p>Exemplary Highly Effective <i>In addition to meeting the requirements for Effective Proficient...</i></p> <p>The superintendent is <u>highly exemplifies leadership in efficient and safe operations and effective at organizational management by promoting staff innovation,</u> demonstrating proactive decision-making, coordinating <u>safe, efficient operations,</u> and maximizing available resources.</p>	<p>Proficient Effective <i>Proficient-Effective is the expected level of performance.</i></p> <p>The superintendent fosters the safety and success of all teachers, staff, <u>division leaders,</u> and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</p>	<p>Developing/Needs Improvement Approaching Effective</p> <p>The superintendent has not reached a level of proficiency is <u>inconsistent in fostering the safety and success of all teachers, staff, division leaders, and students by supporting, managing, and/or evaluating the division's organization, operation, safety,</u> and/or use of resources.</p>	<p>Unacceptable Ineffective</p> <p>The superintendent inadequately fails to <u>foster the safety and success of all teachers, staff, division leaders, and students by supports supporting, manages managing, and/or evaluates-evaluating</u> the division's organization, operation, safety <u>and/or</u> use of resources.</p>
--	--	---	--

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

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

Communication and Community Relations Rubric

<p>Exemplary Highly Effective <i>In addition to meeting the requirements for Effective Proficient...</i></p> <p>The superintendent proactively seeks and creates innovative and productive methods to communicate, <u>collaborate,</u> and engage <u>effectively</u> <u>impactfully</u> with stakeholders.</p>	<p>Proficient Effective <i>Proficient Effective is the expected level of performance.</i></p> <p>The superintendent fosters the success of all students through <u>effective proactive, responsive, and professional</u> communication with <u>the board, staff, families, and other</u> stakeholders.</p>	<p>Developing/Needs Improvement Approaching Effective</p> <p>The superintendent has not reached a level of proficiency is <u>inconsistent in</u> <u>fostering the success</u> of all students through <u>proactive, responsive, and/or professional</u> communication with <u>the board, staff, families, and/or other</u> in communicating on <u>issues of importance</u> to stakeholders.</p>	<p>Unacceptable Ineffective</p> <p>The superintendent demonstrates ineffective or detrimental <u>communication with stakeholders-fails to</u> <u>foster the success of</u> all students through <u>proactive, responsive, and/or professional</u> <u>communications with the board, staff, families, and/or other</u> stakeholders.</p>
--	--	---	--

Performance Standard 67: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards ~~and ethics~~, engaging in continuous professional development, and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

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

Professionalism Rubric

<p>Exemplary Highly Effective <i>In addition to meeting the requirements for Effective Proficient...</i></p> <p>The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s). <u>models a commitment to continuous learning and innovation that translates to division faculty and staff and makes significant and meaningful contributions to the profession that are recognized at the local, regional, state, and/or national level.</u></p>	<p>Proficient Effective <i>Proficient Effective is the expected level of performance.</i></p> <p>The superintendent fosters the success of teachers, staff, and students by demonstrating <u>behavior consistent with legal, ethical, and professional standards and ethics,</u> engaging in continuous professional development, and contributing to the profession.</p>	<p>Developing/Needs Improvement Approaching Effective</p> <p>The superintendent <u>is inconsistent in fostering the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and has not reached a level of proficiency in demonstrating</u> professional standards, engaging in continuous professional development, <u>and/or in</u> contributing to the profession.</p>	<p>Unacceptable Ineffective</p> <p>The superintendent <u>fails to foster the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and shows disregard for professional standards, and ethics,</u> engaging in continuous professional development, <u>and/or</u> contributing to the profession.</p>
--	--	---	---

Performance Standard 78: Divisionwide Student Academic Progress

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

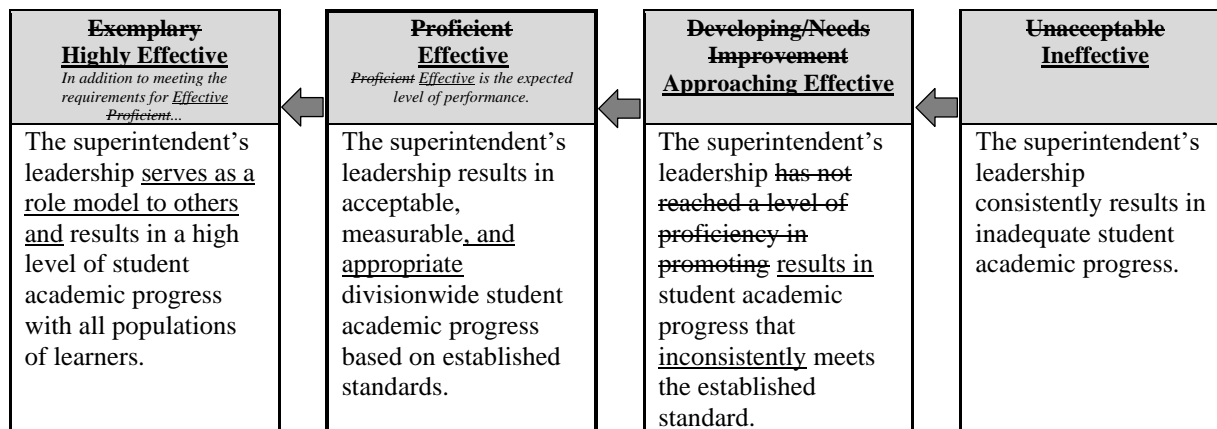
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 78.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 78.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 78.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.
- 78.4 Collaborates with division staff to monitor and improve multiple measures of student progress.
- 78.5 ~~Utilizes~~ Uses internal division and external ~~constituent stakeholder~~ meetings and impactful professional development activities to focus on continuous improvement of student ~~progress~~-outcomes.
- 78.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.
- 78.7 Demonstrates responsibility for division academic achievement through proactive ~~interactions~~ with education and outreach to parents, staff, and other community stakeholders.
- 78.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
- 78.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Divisionwide Student Academic Progress Rubric



SPES Performance Standard Clean Version

Performance Standard 1: Strategic Leadership

The superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the division’s mission, vision, and goals are fulfilled in a manner that enables all students to be career and college ready and globally competitive.

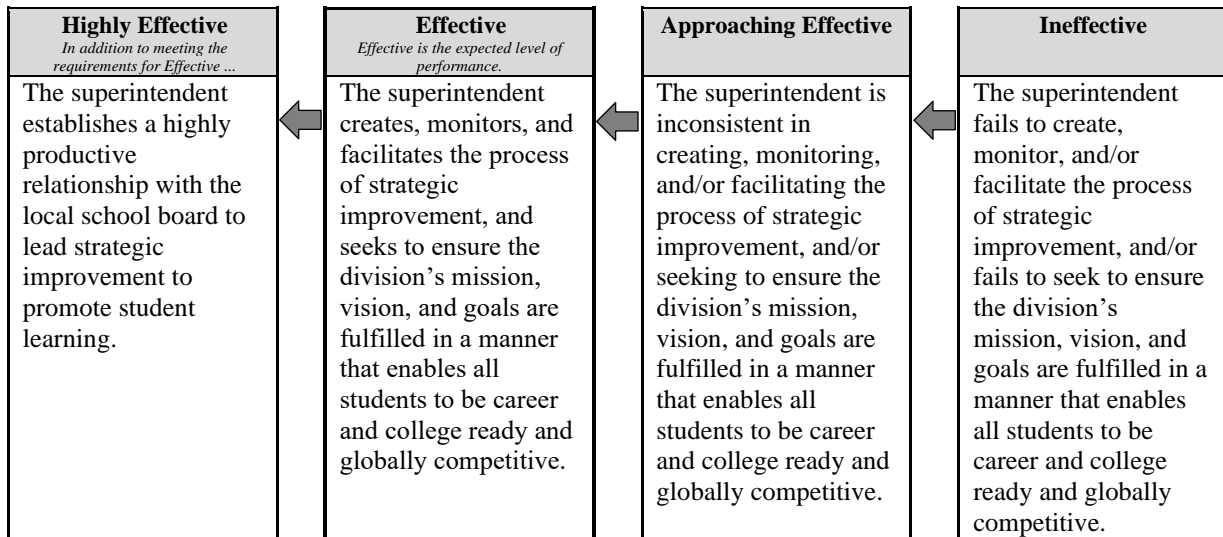
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 1.2 Works collaboratively with the school board and stakeholders to develop and implement policies that define organizational expectations and result in continuous improvement.
- 1.3 Promotes a climate of mutual respect, trust, innovation, and professionalism with the school board, staff, students, and community.
- 1.4 Keeps the school board informed on current and future needs and issues affecting the school division and works collaboratively to resolve them.
- 1.5 Supports and enforces all school board policies and informs all constituents of changes to the policies.
- 1.6 Oversees the administration of the school division’s day-to-day operations.
- 1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.
- 1.8 Fosters external partnerships to build targeted opportunities around identified student and school division needs.
- 1.9 Delegates authority and responsibility to other employees as needs and opportunities arise and ensures accountability for implementation.
- 1.10 Recommends policy additions or modifications to improve student learning and division effectiveness.

Strategic Leadership Rubric



Performance Standard 2: Planning and Assessment

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

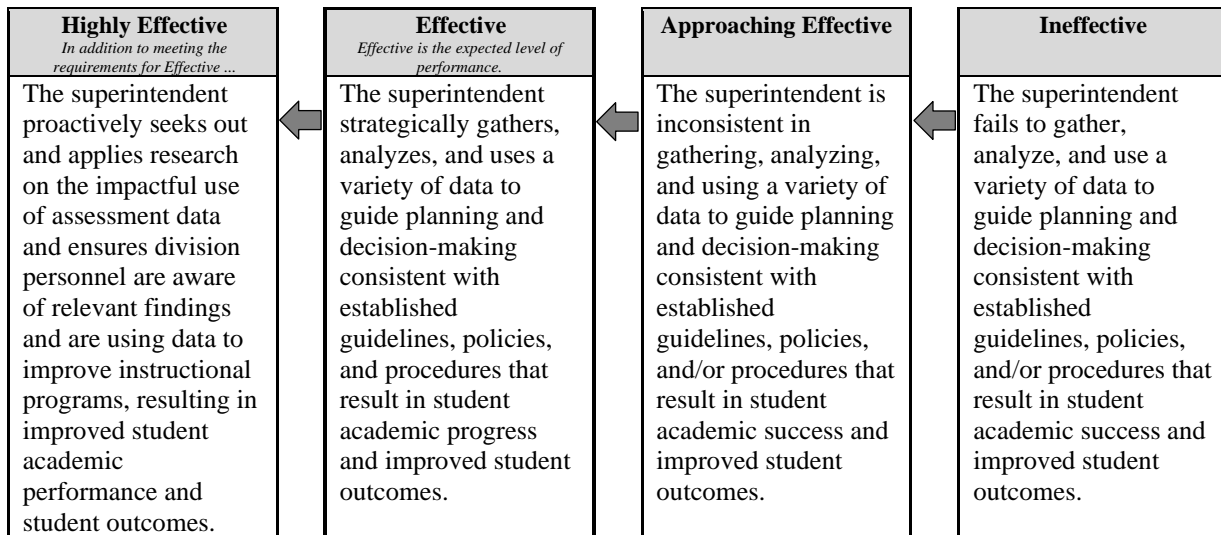
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 2.1 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.2 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.
- 2.3 Seeks and uses human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.4 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.5 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in enhanced student outcomes.
- 2.6 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet or demonstrate sufficient progress in meeting all required federal and state standards.
- 2.7 Communicates findings to all stakeholders and encourages reciprocal dialogue and feedback to ensure continuous improvement.

Planning and Assessment Rubric



Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, division leaders, and students by ensuring the development, communication, implementation, and evaluation of instructional systems that promote high student achievement and professional development and growth for staff.

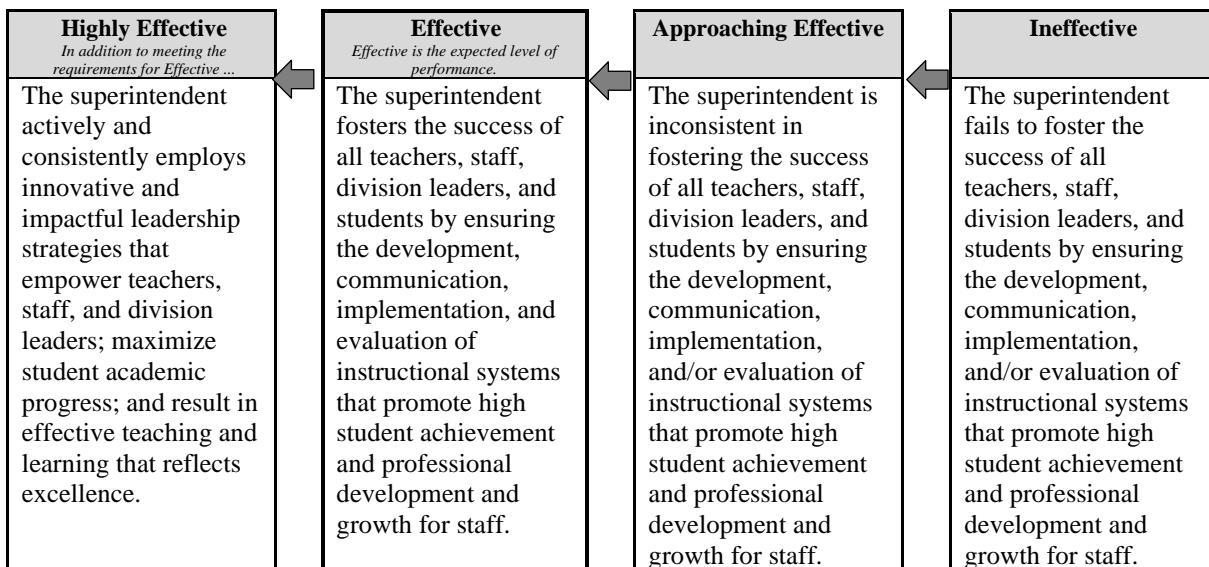
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 3.1 Serves as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary making decisions and when advising the school board.
- 3.2 Creates and sustains a school division culture of excellence with expectations that support effective, data-driven decision-making and the use of multiple sources of evidence to drive school and division goals, improve organizational performance, educator effectiveness, and student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.
- 3.4 Assesses factors affecting student achievement and directs change for needed improvements to ensure full access and equitable opportunities for all students.
- 3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.
- 3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.
- 3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- 3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- 3.9 Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and appropriate methods to analyze and adapt practices that achieve improved results.

Instructional Leadership Rubric



Performance Standard 4: Organizational Leadership and Resource Management

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

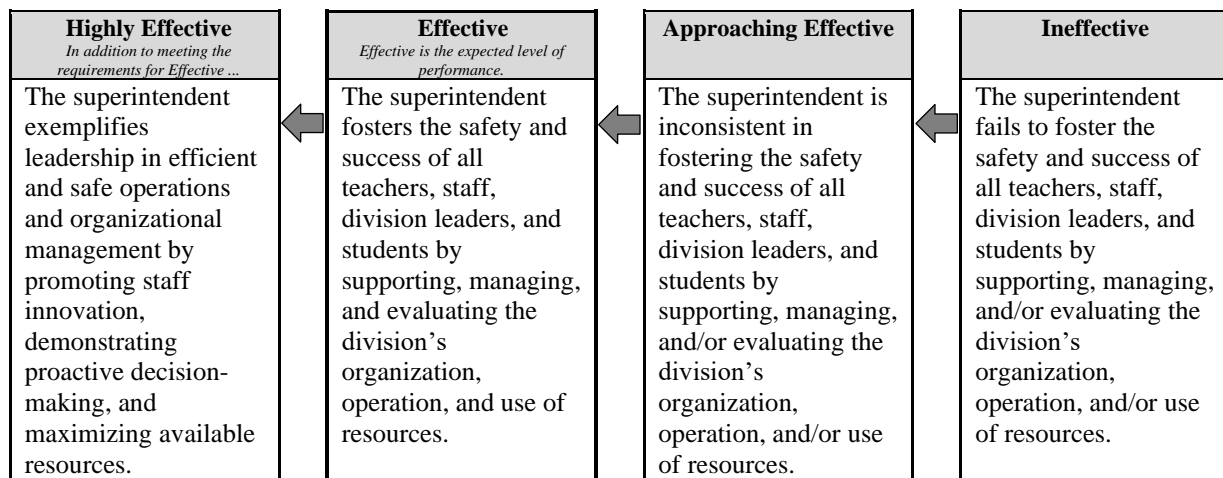
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

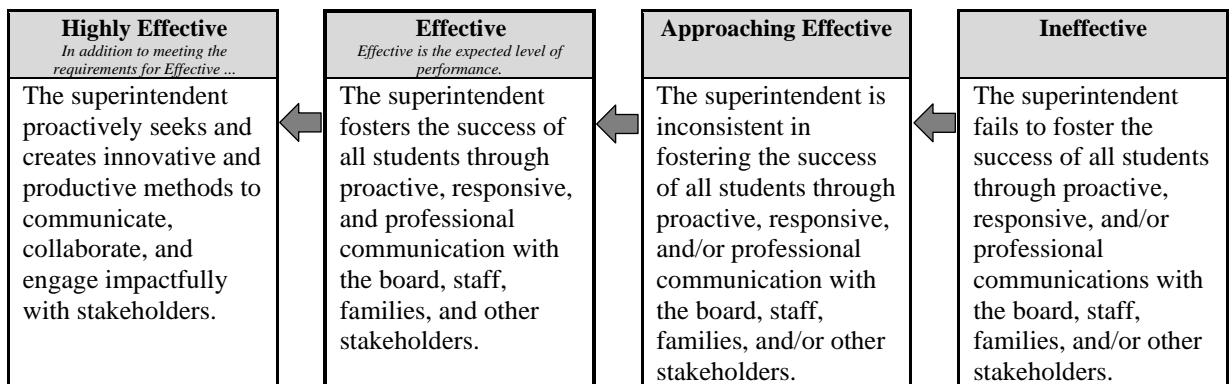
- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques and communicates resolutions with necessary stakeholders.
- 4.2 Facilitates the implementation of research-based theories and techniques relating to school attendance, parental involvement, student behavior, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and high-performing teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages division human, material, technological, and financial resources in compliance with all laws to ensure the impactful and equitable support of all of the division’s students, schools, and programs.
- 4.5 Demonstrates organizational skills to efficiently and safely achieve school, community, and division goals.
- 4.6 Provides staff development, support, and resources for all categories of personnel to improve job performance consistent with individual needs, program evaluation results, and instructional improvement plans.
- 4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback and recognizes and supports the achievement of highly effective personnel.
- 4.8 Collaborates and develops internal and external partnerships to enhance operations and resource management.
- 4.9 Anticipates, assesses, and responds to current, emerging, and future division, student, and school community needs in a timely manner.

Organizational Leadership and Resource Management Rubric



<p>Performance Standard 5: Communication and Community Relations <i>The superintendent fosters the success of all students through proactive, responsive, and professional communication with the board, staff, families, and other stakeholders.</i></p>
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p> <p>The superintendent:</p> <ul style="list-style-type: none"> 5.1 Models and promotes professional, timely, and impactful communication and interpersonal relations within the school division. 5.2 Establishes and maintains effective channels of communication with board members and between the schools and community. 5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population. 5.4 Creates an atmosphere of trust and mutual respect with the board, staff, families, and other stakeholders. 5.5 Demonstrates the skills necessary to build community support for division goals and priorities. 5.6 Uses formal and informal techniques to gather external perceptions and input representing multiple perspectives as a part of the decision-making process. 5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems. 5.8 Models and promotes multicultural awareness, inclusive practices, and the appreciation of diversity in the community.

Communication and Community Relations Rubric



Performance Standard 6: Culturally Responsive and Equitable Division Leadership

The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.

Sample Performance Indicators

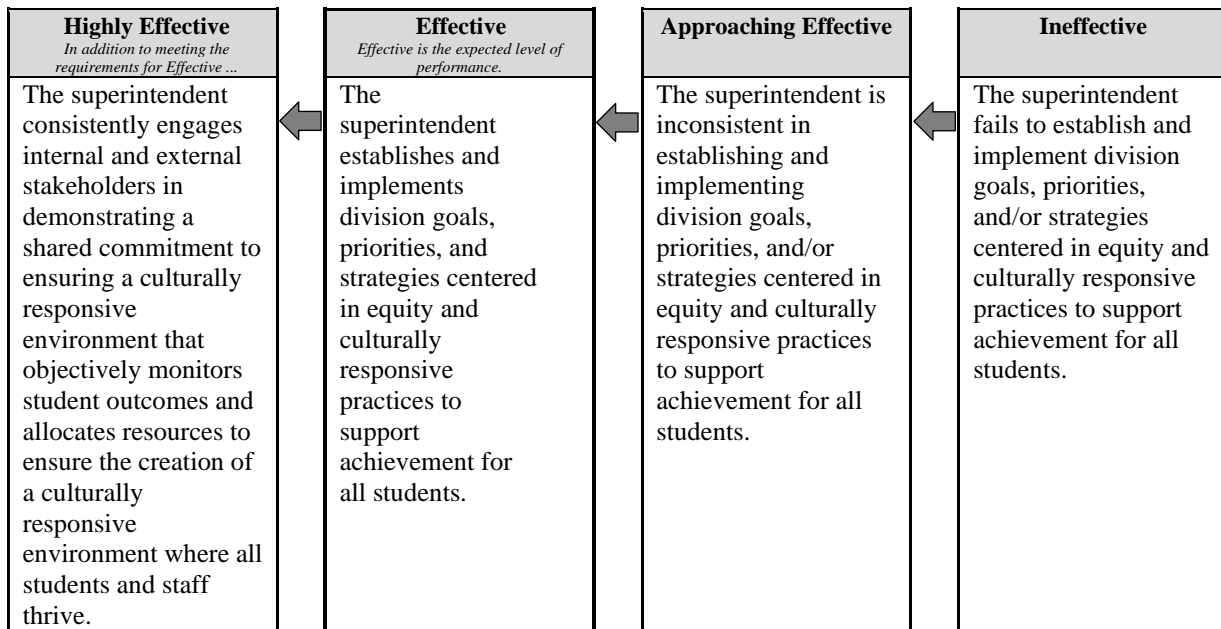
Examples may include, but are not limited to:

The superintendent:

- 6.1 Collects and analyzes disaggregated data to determine division priorities and aid in developing and monitoring a division strategic plan that promotes continuous improvement and demonstrates a commitment to equitable and culturally responsive practice for all students.
- 6.2 Manages and leverages the allocation of fiscal, human, capital, and material resources to promote equitable access and outcomes for all students.
- 6.3 Provides professional learning opportunities for all employees throughout the division that enhance their capacity and skills to support culturally responsive practices and equitable outcomes.
- 6.4 Plans, implements, supports, and assesses the instructional program to provide all students with equitable access to culturally relevant and responsive curriculum as well as high-quality content, instruction, and materials.
- 6.5 Engages in dialogue with all stakeholders to promote an equity-centered, inclusive organizational culture that fosters a sense of belonging for all students.
- 6.6 Collaborates with all stakeholders to foster ownership in a shared mission, vision, and core values that support all students.

Standard 6: Developed by Virginia Department of Education with adaptations from the VDOE Superintendent Evaluation Work Group, October-November 2021

Culturally Responsive and Equitable Division Leadership Rubric



Performance Standard 7: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

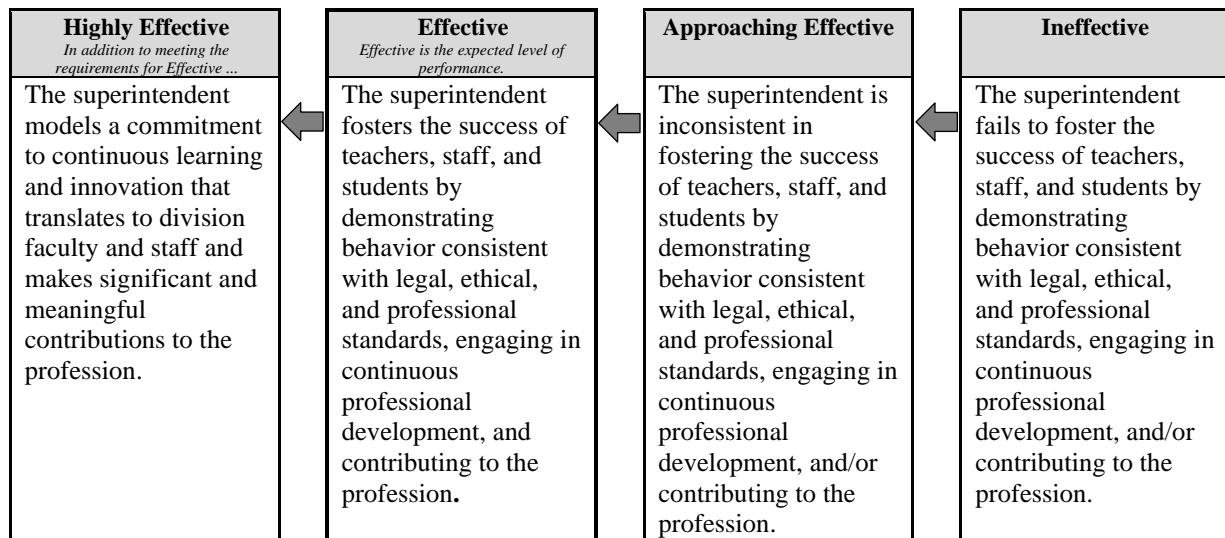
Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 7.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 7.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission, vision, and goals of the school division.
- 7.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to the actions of others.
- 7.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- 7.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.
- 7.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.
- 7.7 Maintains a high level of personal knowledge regarding new developments and techniques and shares the information with appropriate staff.
- 7.8 Actively seeks and engages in opportunities to network, share knowledge, and stay abreast of the latest research to promote individual and organizational knowledge, skills, and success.

Professionalism Rubric



Performance Standard 8: Divisionwide Student Academic Progress

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

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 8.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.
- 8.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.
- 8.3 Leads staff in conducting an ongoing, detailed analysis of multiple measures of student learning data to provide immediate and appropriate feedback.
- 8.4 Collaborates with division staff to monitor and improve multiple measures of student progress.
- 8.5 Uses internal division and external stakeholder meetings and impactful professional development activities to focus on continuous improvement of student outcomes.
- 8.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.
- 8.7 Demonstrates responsibility for division academic achievement through proactive education and outreach to parents, staff, and other community stakeholders.
- 8.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.
- 8.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Divisionwide Student Academic Progress Rubric

