

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:

- 1.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.
- 1.2 Works <u>collaboratively</u> with the school board <u>and stakeholders</u> to develop and <u>recommend implement</u> policies that define organizational expectations, and <u>effectively communicates these to all stakeholders that</u> result in continuous improvement.
- 1.23 Promotes a climate of mutual respect, trust, <u>innovation</u>, and professionalism with the school board, and staff, <u>students</u>, and <u>community</u>.
- 1.34 Keeps the school board informed on <u>current and future</u> needs and issues confronting <u>affecting the</u> school division employees and students <u>and works collaboratively to resolve them.</u>
- 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 <u>and ensures accountability for implementation</u>.
- 1.910Recommends policy additions or modifications to improve student learning and division effectiveness.

Strategic Leadership Rubric

Exemplary Highly Effective

In addition to meeting the requirements for Effective

Proficient...

The superintendent establishes a highly productive relationship with the local school board to drive lead strategic improvement formulate and implement the school division's mission, vision, and goals to promote student academic progress learning.

Proficient Effective

Proficient Effective is the expected level of performance.

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.

Developing/Needs Improvement Approaching Effective

The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress. is inconsistent in 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.

Unacceptable Ineffective

The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress. fails to create, monitor, and/or facilitate the process of strategic 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.

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.
- 2.21 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- 2.32 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.
- 2.43 Seeks and utilizes uses human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- 2.54 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.
- 2.65 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in enhanced student learning outcomes.
- 2.76 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.
- 2.87 Applies and eCommunicates findings to all stakeholders and encourages reciprocal dialogue and feedback to ensure continuous improvement and feedback.

Planning and Assessment Rubric

Exemplary Proficient Developing/Needs Unacceptable Highly Effective Ineffective Effective Improvement Effective is the expected **Approaching Effective** requirements for Effective level of performance. The superintendent The superintendent The superintendent The superintendent proactively seeks out strategically gathers, has not reached a does not fails to and applies research analyzes, and uses a level of proficiency is gather, analyze, and on the effective variety of data to inconsistent in use a variety of data impactful use of guide planning and gathering, analyzing, to guide planning and assessment data and decision-making and using a variety of decision-making ensures division consistent with data to guide planning consistent with personnel are aware established and decision-making established of relevant findings consistent with guidelines, policies, guidelines, policies, and/or procedures that and procedures that established and are using data to improve instructional result in student guidelines, policies, result in student and/or procedures that programs, resulting in academic progress academic success and improved student and improved student result in student improved student academic outcomes. academic success and outcomes. performance and improved student student outcomes. outcomes.

Performance Standard 3: Instructional Leadership

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</u>. <u>instructional systems that promote high student achievement and professional development and growth for staff.</u>

Sample Performance Indicators

Examples may include, but are not limited to:

- 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

Exemplary

Highly Effective

In addition to meeting the requirements for

Effective Proficient...

The superintendent actively and consistently employs innovative and effective impactful leadership strategies that empower teachers, staff, and administrators division leaders; maximize student academic progress,; and result in effective teaching and learning that reflects excellence.

Proficient

Effective cent Effective is the expected level of performance.

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.

Developing/Needs Improvement **Approaching Effective**

The superintendent has not reached a level of proficiency is inconsistent in fostering the success of all teachers, staff, division leaders, and students by facilitating ensuring the development, communication. implementation, and/or 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.

Unacceptable **Ineffective**

The superintendent does not fails to foster the success of all teachers, staff, division <u>leaders</u>, and students by facilitating ensuring the development, communication, implementation, and/or 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.

Performance Standard 4: Organizational Leadership and Safety-Resource Management

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.

Sample Performance Indicators

Examples may include, but are not limited to:

- 4.1 Identifies, analyzes, and resolves problems using problem-solving techniques <u>and communicates</u> 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, <u>technological</u>, and financial resources in compliance with all laws to ensure the <u>effective</u> <u>impactful</u> and equitable support of all of the division's students, schools, and programs.
- 4.5 Demonstrates organizational skills to <u>efficiently and safely</u> 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

Exemplary Highly Effective

In addition to meeting the requirements for Effective

The superintendent is highly exemplifies leadership in efficient and safe operations and effective at organizational management by promoting staff innovation, demonstrating proactive decisionmaking, coordinating safe, efficient operations, and maximizing available resources.

Proficient Effective

Proficient Effective is the expected level of performance.

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.

Developing/Needs Improvement Approaching Effective

The superintendent has not reached a level of proficiency is 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, and/or use of resources.

Unacceptable Ineffective

The superintendent inadequately fails to foster the safety and success of all teachers, staff, division leaders, and students by supports supporting, manages managing, and/or evaluates evaluating the division's organization, operation, safety and/or use of resources.

Performance Standard 5: Communication and Community Relations

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

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

- 5.1 Models and promotes <u>effective professional, timely, and impactful</u> 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 <u>representing multiple</u> <u>perspectives</u> as a part of the decision<u>-</u>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

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

Performance Standard 67: Professionalism

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

Sample Performance Indicators

Examples may include, but are not limited to:

- 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

Exemplary Highly Effective

In addition to meeting the requirements for Effective Proficient...

The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s). 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.

Proficient Effective

Proficient Effective is the expected level of performance.

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.

Developing/Needs Improvement Approaching Effective

The superintendent 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 professional standards, engaging in continuous professional development, and/or in-contributing to the profession.

Unacceptable Ineffective

The superintendent 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, engaging in continuous professional development, and/or contributing to the profession.

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 <u>Utilizes Uses</u> internal division and external <u>constituent</u> <u>stakeholder</u> meetings and <u>impactful</u> professional development activities to focus on <u>continuous improvement of</u> student progress outcomes.
- 78.6 Provides evidence that students in all reporting groups are meeting acceptable and measurable student academic progress.
- 7<u>8</u>.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

Exemplary Highly Effective In addition to meeting the requirements for Effective Proficient		Proficient Effective Proficient Effective is the expected level of performance.	Ţ	Developing/Needs Improvement Approaching Effective	Ţ	Unacceptable <u>Ineffective</u>
The superintendent's	,	The superintendent's	,	The superintendent's		The superintendent's
leadership <u>serves as a</u> role model to others		leadership results in acceptable,		leadership has not reached a level of		leadership consistently results in
and results in a high level of student		measurable, and		proficiency in		inadequate student
academic progress		appropriate divisionwide student		promoting results in student academic		academic progress.
with all populations		academic progress		progress that		
of learners.		based on established standards.		inconsistently meets the established		
		buildur do.		standard.		

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

Highly Effective Effective **Approaching Effective** Ineffective In addition to meeting the Effective is the expected level of requirements for Effective .. performance. The superintendent is The superintendent The superintendent The superintendent establishes a highly creates, monitors, and inconsistent in fails to create, productive facilitates the process creating, monitoring, monitor, and/or relationship with the of strategic and/or facilitating the facilitate the process local school board to improvement, and process of strategic of strategic lead strategic seeks to ensure the improvement, and/or improvement, and/or improvement to division's mission, seeking to ensure the fails to seek to ensure promote student vision, and goals are division's mission, the division's fulfilled in a manner vision, and goals are mission, vision, and learning. that enables all fulfilled in a manner goals are fulfilled in a students to be career that enables all manner that enables and college ready and students to be career all students to be globally competitive. and college ready and career and college globally competitive. ready and globally competitive.

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

Highly Effective In addition to meeting the

requirements for Effective .

The superintendent proactively seeks out and applies research on the impactful use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance and student outcomes.

EffectiveEffective is the expected level of performance.

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.

Approaching Effective

The superintendent is inconsistent in gathering, analyzing, and using a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

Ineffective

The superintendent fails to gather, analyze, and use a variety of data to guide planning and decision-making consistent with established guidelines, policies, and/or procedures that result in student academic success and improved student outcomes.

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, datadriven 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

Highly Effective Approaching Effective Ineffective **Effective** Effective is the expected level of In addition to meeting the requirements for Effective .. The superintendent is The superintendent The superintendent The superintendent fosters the success of inconsistent in actively and fails to foster the consistently employs all teachers, staff. fostering the success success of all of all teachers, staff, innovative and division leaders, and teachers, staff, impactful leadership students by ensuring division leaders, and division leaders, and strategies that the development, students by ensuring students by ensuring empower teachers, communication, the development, the development, staff, and division implementation, and communication, communication, leaders: maximize evaluation of implementation. implementation. student academic instructional systems and/or evaluation of and/or evaluation of that promote high instructional systems instructional systems progress; and result in student achievement that promote high effective teaching and that promote high learning that reflects and professional student achievement student achievement excellence. development and and professional and professional growth for staff. development and development and growth for staff. growth for staff.

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

Highly Effective Effective Approaching Effective Ineffective Effective is the expected level of In addition to meeting the requirements for Effective . performance The superintendent The superintendent The superintendent is The superintendent fosters the safety and exemplifies inconsistent in fails to foster the leadership in efficient success of all fostering the safety safety and success of all teachers, staff, and safe operations teachers, staff, and success of all and organizational division leaders, and teachers, staff, division leaders, and management by division leaders, and students by students by promoting staff supporting, managing, students by supporting, managing, and evaluating the and/or evaluating the innovation. supporting, managing, and/or evaluating the demonstrating division's division's organization, organization, proactive decisiondivision's making, and operation, and use of organization. operation, and/or use maximizing available resources. operation, and/or use of resources. resources. of resources.

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through 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 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

Highly Effective **Approaching Effective** Ineffective **Effective** In addition to meeting the requirements for Effective. Effective is the expected level of The superintendent The superintendent is The superintendent The superintendent proactively seeks and fosters the success of inconsistent in fails to foster the fostering the success success of all students creates innovative and all students through productive methods to proactive, responsive, of all students through through proactive, communicate. and professional proactive, responsive, responsive, and/or communication with collaborate, and and/or professional professional engage impactfully the board, staff, communication with communications with with stakeholders. families, and other the board, staff, the board, staff, stakeholders. families, and/or other families, and/or other stakeholders. stakeholders.

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

Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	Approaching Effective	Ineffective
The superintendent consistently engages internal and external stakeholders in demonstrating a shared commitment to ensuring a culturally responsive environment that objectively monitors student outcomes and allocates resources to ensure the creation of a culturally responsive environment where all students and staff thrive.	The superintendent establishes and implements division goals, priorities, and strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent is inconsistent in establishing and implementing division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.	The superintendent fails to establish and implement division goals, priorities, and/or strategies centered in equity and culturally responsive practices to support achievement for all students.

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

Highly Effective Effective Approaching Effective Ineffective Effective is the expected level of requirements for Effective . performance The superintendent is The superintendent The superintendent The superintendent fosters the success of fails to foster the models a commitment inconsistent in to continuous learning teachers, staff, and fostering the success success of teachers. and innovation that students by of teachers, staff, and staff, and students by students by translates to division demonstrating demonstrating faculty and staff and behavior consistent demonstrating behavior consistent makes significant and with legal, ethical, behavior consistent with legal, ethical, meaningful and professional with legal, ethical, and professional contributions to the standards, engaging in and professional standards, engaging in standards, engaging in profession. continuous continuous professional continuous professional development, and development, and/or professional contributing to the development, and/or contributing to the profession. contributing to the profession. profession.

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

Highly Effective Effective Approaching Effective Ineffective In addition to meeting the requirements for Effective . Effective is the expected level of performance. The superintendent's The superintendent's The superintendent's The superintendent's leadership serves as a leadership results in leadership results in leadership role model to others student academic consistently results in acceptable, and results in a high measurable, and progress that inadequate student level of student appropriate inconsistently meets academic progress. divisionwide student the established academic progress with all populations academic progress standard. based on established of learners. standards.