

Summary of North Carolina Superintendent Evaluation Process

Standards on the North Carolina Rubric for Evaluating Superintendents:

The North Carolina Standards for Superintendents reflect a 21st century vision of school leadership in which leaders shape school districts into nimble organizations that can change and meet goals quickly. Superintendents should unite all staff members behind a single vision centered on student achievement; this belief should drive all decisions made in district schools.

School board members score superintendents as not demonstrated, developing, proficient, accomplished, or distinguished on each of the elements within standards.

1. Standard One: Strategic Leadership

The superintendent pushes stakeholders to evaluate how the district's mission, goals, and vision will enable each student to graduate from high school prepared for employment or higher education, as well as for citizenship in the 21st century.

- a. District Strategic Plan: The superintendent uses multiple sources of data to create and implement a plan to meet the mission and goals of the district. The plan allows district officials to establish clear priorities for action.
- b. Leading Change: The superintendent challenges the status quo, and openly engages with stakeholders in discussions about areas for district improvement.
- c. Distributive Leadership: The superintendent prepares other district leaders to assume responsibility for district goals and take action in the schools.

2. Standard Two: Instructional Leadership

The superintendent sets high standards for teaching and learning by educators, as well as student achievement. The district leader establishes professional learning communities that develop stronger instructional skills and cause increased student achievement. The superintendent advocates for the use of research-based classroom strategies.

- a. Focus on Teaching and Learning: Curriculum, Instruction, and Assessment: The superintendent uses best practices to continually improve curriculum, teaching and assessment in the district's schools.

3. Standard Three: Cultural Leadership

The superintendent develops a supportive culture in which staff members and students can learn and grow as individuals. The district leader shows appreciation for the norms and traditions of the community, but will also work to shift that culture toward a focus on greater student achievement.

- a. Focus on Collaborative Work Environment: The superintendent builds relationships between staff members and the community so that they can reinforce each other's efforts to reach students.

- b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent identifies areas for improvement and provides leadership on changing those areas. The district leader gives staff members credit for successes.
- c. Efficacy and Empowerment: The Superintendent creates an environment in which staff and community members feel welcome and empowered to play a role in achieving positive student outcomes.

4. Standard Four: Human Resource Leadership

The superintendent builds a district-wide professional learning community that provides for recruitment, induction, support, evaluation, development, and retention of a talented staff. The superintendent leads the drive to provide meaningful professional development for all staff members.

- a. Professional Development/Learning Communities: The superintendent marshals appropriate resources to provide learning opportunities for staff members. Professional growth is ongoing as staff members collaborate in professional learning communities.
- b. Recruiting, Hiring, and Mentoring Staff: The superintendent leads the district in identifying high-quality applicants for positions, hiring those individuals, and developing them further through mentoring. The district leader provides the appropriate support to principals as they staff their individual schools.
- c. Teacher and Staff Evaluation: The superintendent ensures that all staff members have been trained on the appropriate evaluation instrument, and emphasizes the importance of meaningful and timely evaluations as a part of the professional growth process.

5. Standard Five: Managerial Leadership

The superintendent is responsible for management of resources, including the district budget and facilities. The district leader should create a communication protocol that increases efficiency and provides for the timely and smooth flow of information, especially as it relates to increasing student achievement.

- a. School Resources and Budget: The superintendent effectively manages the district's resources and meets budgeted priorities.
- b. Conflict Management and Resolution: The superintendent serves as a mediator to deescalate major conflicts and creates a culture in which disagreements between stakeholders are settled quickly and amicably.
- c. Systemic Communication: The superintendent establishes a communication system that disseminates important information to all stakeholders.

- d. **District Expectations for Students and Staff:** The superintendent communicates high expectations for all students and staff, and aligns resources with those expectations.
6. **Standard Six: External Development Leadership**

The superintendent creates opportunities for staff members to become involved in strengthening the local community, and for community members to support the schools. The district leader creates a culture in which the community shares ownership of its schools with the district staff. The superintendent maintains productive relationships with state and federal officials and policymakers.

 - a. **Parent and Community Involvement and Outreach:** The superintendent facilitates communication and involvement between the community and the schools.
 - b. **Federal, State, and District Mandates:** The superintendent obtains the knowledge and skills necessary to implement all federal, state, and district mandates.
7. **Standard Seven: Micro-political Leadership**

The superintendent shows an appreciation for, and understanding of, larger social, political, economic, legal, and cultural issues in the community. A district leader uses this information to enhance the development of the schools.

Steps to the Annual Evaluation Process:

1. **Self-Assessment:** The superintendent assesses his or her own performance on the Rubric for Evaluating North Carolina Superintendents. In addition to completing the self-assessment, the district leader sets goals for improvement and creates plans to reach those targets.
2. **Meeting between Superintendent and School Board:** The superintendent provides board members with all relevant information about the evaluation process. The district leader and the board members discuss and agree on all aspects of the evaluation process, including the timeline, evidence required, and effects of the final summary ratings. The superintendent also shares his or her self-assessment.
3. **Consolidated Performance Assessment:** Throughout the school year, the superintendent gathers and analyzes all evidence required by the school board, and provides a summary of the evidence to be distributed to board members.
4. **District School Board Rating of Superintendent:** Each member of the school board considers the consolidated performance assessment and individually rates the superintendent on the Rubric for Evaluating North Carolina Superintendents. The board members then come together to reach consensus on group ratings for the Rubric.

5. Final Evaluation and Goal-Setting Meeting: The board members and superintendent meet to review the self-assessment, consolidated performance assessment, and summary rating by the board. The board and superintendent set performance goals for the following school year.