

Agenda



Durham Public Schools Board of Education Retreat

September 24, 2013

8:30 AM – 4:00 PM

The Friday Center at UNC

Desired Outcomes:

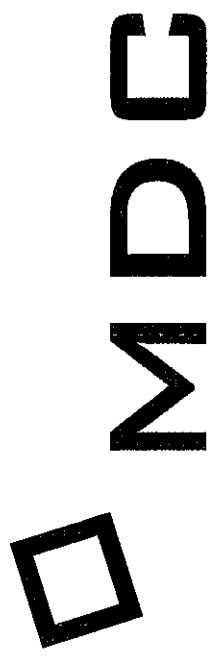
To enhance operational effectiveness through dialogue and communication

To enhance understanding of district operations

To obtain an update on major district initiatives and operations

	Topic	Purpose (Information, Approval, Discussion)	Person Responsible	Timeframe	Notes/Next Steps
1	Refreshments/Arrival		All	8:30 AM	
2	Call to Order Moment of Silence Agenda Review and Approval		Heidi Carter, Board Chair	9:00 AM	
3	Made In Durham Update	Information	Mr. David Dodson	9:15 AM	
4	New State Standards Update	Information	Superintendent Becoats	10:00 AM	
5	Superintendent's Evaluation Follow-up	Discussion	Superintendent Becoats Dr. Tina Hester	10:15 AM	
6	360° Evaluation Update • Lessons Learned • Distribution 2014	Information	Dr. Terri Mozingo Brent Cooper	11:00 AM	
7	<i>LUNCH</i>			12:00 PM	
8	Strategic Plan 2.0 – • Development and Implementation	Discussion	Superintendent Becoats	1:00 PM	
9	Suspension/Discipline Community Conversation	Discussion	Dr. Debbie Pitman Ms. Chrissy Pearson	1:30 PM	
10	<i>BREAK</i>			2:15 PM	
11	Male Achievement In Durham Public Schools	Discussion	Board Discussion	2:30 PM	
12	Adjournment		Heidi Carter, Board Chair	4:00 PM	

Made In Durham Update



**Made in Durham:
Building an Education-to-Career System**

Presentation to the Durham Public Schools Board of Education
September 24, 2013

David Dodson

The Premise

All of Durham's youth and young adults are entitled to a first-rate education-to-career system that:

- Prepares them for successful adulthood
- Connects them with good jobs in our labor market
- Works as well for the most disconnected youth as it does for the most privileged



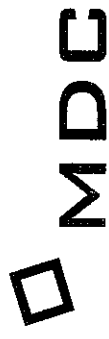
The Vision

A “dual customer system” that satisfies two complementary goals:

- To prepare youth and young adults for rewarding careers
- To meet employer demand for a skilled, productive workforce

Characteristics of this system include:

- Multiple pathways
- Blended learning and work
- Demand-led training
- Adult guidance and advocacy
- Cross-sector collaboration



Demand-Led Approach to Connecting Young People with Good Jobs

Design

Disadvantaged
young people with
the potential to
meet the
requirements of
employers

Training and
support package
to help fill a
specific
occupation

Requirements
for a person to
fill a specific
occupation

Employers'
business
objectives

Implementation

□ MDC

Durham's 44,000 Youth and Young Adults

On Track:
60 percent

Close to age group or advanced in path to graduate from postsecondary education and enter workforce

Behind:
25 percent

One or two years behind age group in high school and/or postsecondary education

Disconnected:
15 percent

Far from achieving high school diploma or work readiness and face serious barriers to employment



Why the Focus on 14 to 24 Year Olds?

This age group represents the entry-level workforce, who are on the cusp of having children and forming families.

The success of this group will break the damaging cycle of intergenerational poverty.

□ **MDC**

Our Economy

The Triangle has rich employment opportunities:

- 50,000 middle-skill jobs with middle-class wages in Durham alone

The coexistence of opportunity and high numbers of “off-track” youth does not bode well for the long-term health and vitality of our community.



Assumptions Behind a Solution

- Prospect of a good job and a meaningful career is a powerful motivator
- Focus relentlessly on this important and neglected age group
- Most employers will only engage at scale if the system meets their business objectives
- In order to reform Durham's "system," we must use existing funds better and leverage additional public and private commitment
- Build on programs with demonstrated good performance
- An education-to-career system is the shared responsibility of many partners
- A clear definition of the system's purpose, goals, scope, and performance measures should be the first step in reform

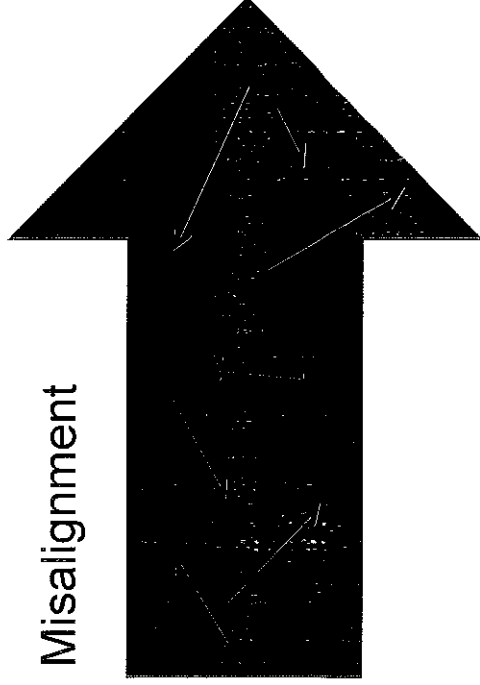


Our Task

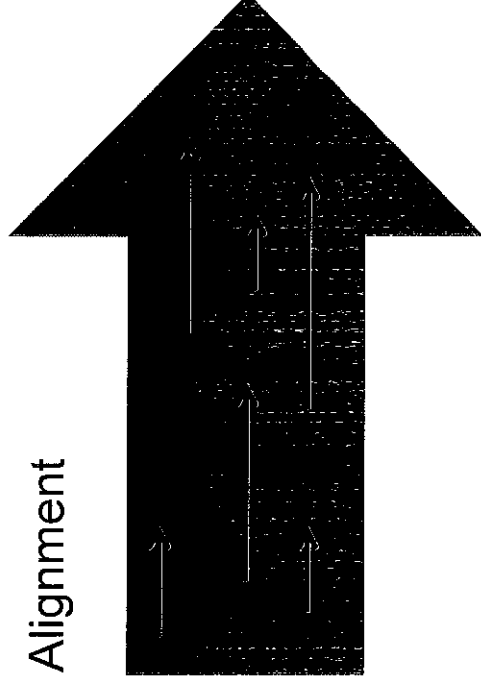
Help Durham move from a patchwork of weakly aligned programs and policies to a coherent, performance-driven education-to-career system

This requires building a new infrastructure for Durham and prototype career pathways

Misalignment



Alignment



□ MDC

Laying the Groundwork for Implementation

Program strategies and system infrastructure will move more youth and young adults toward the aspirational goal for Durham

PROGRAM
STRATEGIES

Career Pathway Prototype



SYSTEM
INFRASTRUCTURE

Overarching Goal and Measures

Design of Leadership Entity

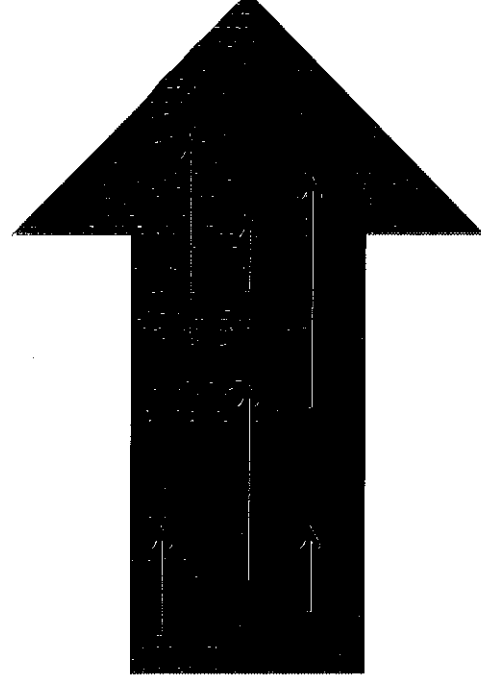
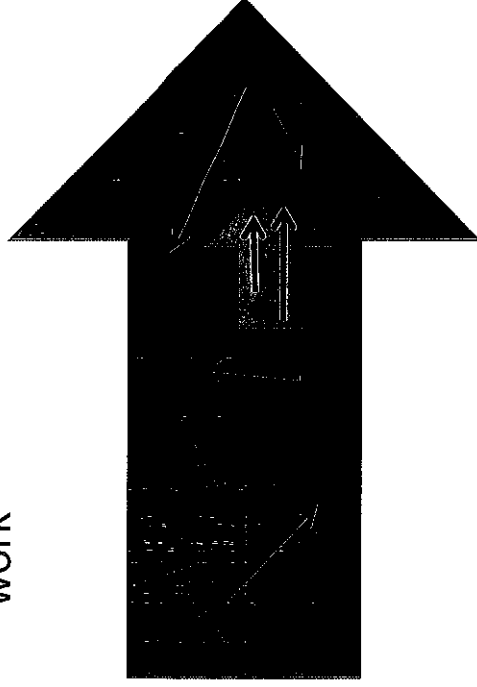
Supporting Data Systems

Map of Public Funding

 MDC

Career Pathway Prototype

- Builds a pathway to a set of occupations within one growth sector
- Model effort that provides short-term program response to critical problems
- Provides a vehicle to test new parts of the system, which is developed concurrently
- Prototype models the way the rest of the system should ultimately work

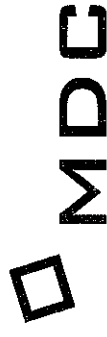


□ MDC

Prototype Builds off of Promising Programs

Prototype career pathways will build off of the promising programs that already exist in Durham Public Schools and the partnerships that it has with Durham Tech and other local universities, including:

- City of Medicine Academy
- Holton Career Center
- Other CTE programs already in place that align with postsecondary certification at Durham Tech and lead to jobs with living wages



Positive Impact on Durham Public Schools

- Better alignment of DPS with Durham Tech, NC Central, and UNC
- Stronger dropout prevention and recovery
- Increased graduation rates
- Strong support for Career and Technical Education
- Five-year goal that all DPS high school students have a series of work experiences, including the public, nonprofit, and private sectors
- Increased opportunities for teachers and staff for paid internships in industry settings
- Project-based work to develop soft skills and increase work readiness



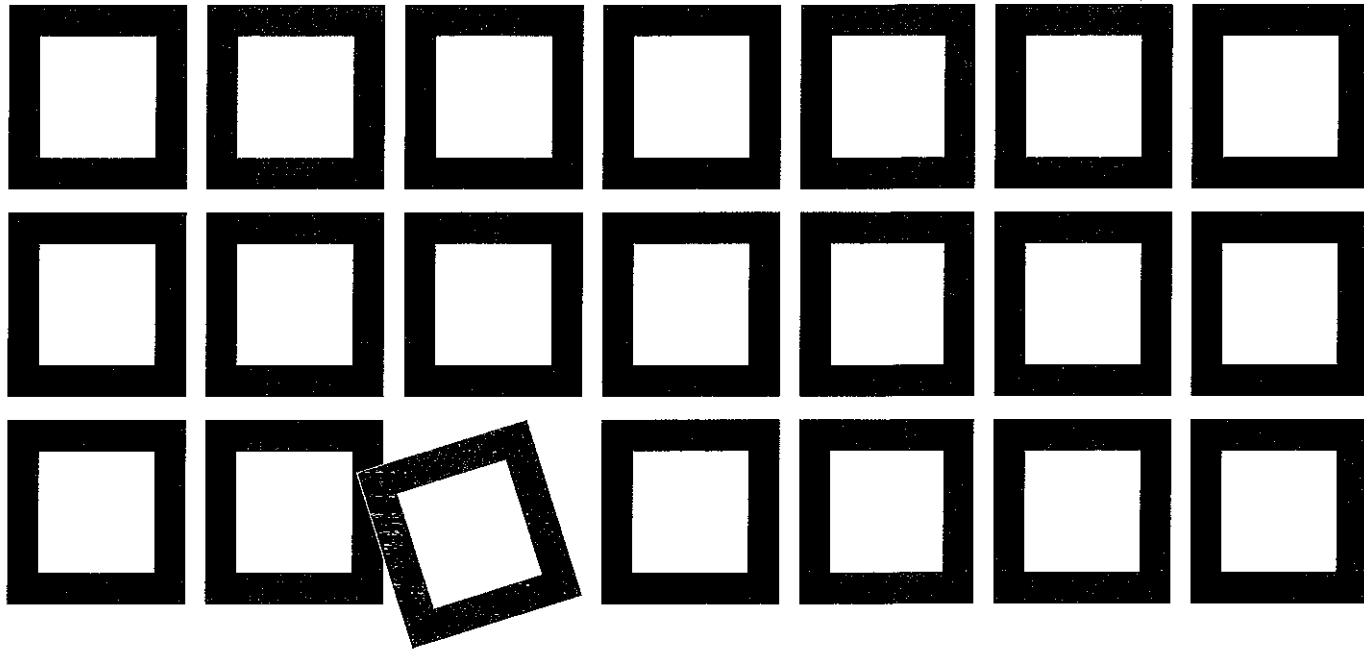


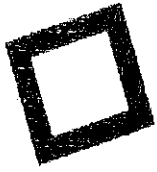
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Made in Durham

Synopsis

Building an Education-to-Career System

October 2012



This report was written by Cay Stratton, senior fellow; Max Rose, program associate; Abby Parcel, program manager; and Julie Mooney, project director. Al McMahon, consultant and former executive director of School & Main Institute, provided expertise on policy and operational issues. Three interns, Sarah Nolan, Peter Janulis, and Demetrius Walton, provided valuable research and insight. We are especially grateful to the MDC Panel on Disconnected Youth, introduced in the preface, which provided wise guidance and constructive challenge throughout the research and development of this report.

Preface

Late last year, David Dodson and the MDC Board of Directors invited us to join a panel on Disconnected Youth in Durham. Since then, we have met regularly to help guide research, challenge assumptions, and, we hope, enrich emerging recommendations with our experience and expertise. We are a diverse group from business, academia, criminal justice, community and economic development, and social enterprise. But we share a passionate commitment to Durham and a conviction that every Durham youth and young adult is entitled to a first-rate education—an education that prepares them for successful adulthood and the good jobs in our labor market.

We are struck by a Durham paradox. We have shed our image as a crime-ridden place of forgotten tobacco jobs. Today we are a center of culture and creativity, of science and medicine, of new businesses, social enterprise, and community action. We have, as the local campaign admonished us to do, “found our cool.”

Yet, some of the facts behind this image are deeply troubling. As our report makes clear, too many of our youth and young adults are struggling to make it through education and into a rewarding career. Too many are ending up as members of the working poor. Too many have disengaged from school or disconnected from our economic and social networks altogether. Most disturbing, the victims of Durham’s opportunity gap are mostly young men and women of color. The situation belies Durham’s recent designation as the nation’s most tolerant city.

Our report addresses both system and program improvements that are critical to serious and sustained change over the next five years. We propose an education-to-career system that serves *all* Durham youth and young adults—those on track, those who are behind, and those who are disconnected—because, they are *all* entitled to the best education, training, and personal support that we can provide. At the same time, given the deep concern we have for the most disconnected youth, most of whom are African American and Latino, we believe strongly that the basic yardstick of the system’s value must be that it works as well for the most disconnected young person as it does for the most privileged.

The education and career system we envision cannot be achieved by one sector or institution alone. Its success will depend on our public and elected officials, our business executives, our faith and community leaders, and our program operators and grassroots activists working together with determination, creativity, and courage. It will require strategic investments of resources—funds, people, expertise—from the public, private, and philanthropic sectors. And it will require the active leadership of our youth and young adults in shaping the programs and services that will, in turn, shape their own futures.

Throughout this initiative, we have sensed a strong appetite for change—a sense that this is a special moment in time, and that Durham must act now before we place another generation of our young people at risk. We hope you will join us in this important undertaking.

Elaine Bushfan, Judge, North Carolina Superior Court, District 14B, Durham County
Arnold Dennis, Executive Director, Juvenile Justice Institute of North Carolina Central University
Martin Eakes, CEO, Center for Community Self-Help
Michael Goodmon, Vice President for Real Estate, Capitol Broadcasting Company
Ivan Parra, Lead Organizer, Durham CAN (Congregations, Associations, Neighborhoods)

Synopsis

Durham is thriving. We have a strong employer base, we are not short of good jobs, and our employment growth rate is projected to outstrip the state and the U.S. by 2021. Yet too few of our young people are getting these good jobs, and too few have the academic and workplace skills to compete with more qualified candidates from other cities and states. We may not be able to change the market, but we can build a system that equips our youth and young adults with the skills necessary for rewarding careers in the Triangle. We can build a “Made in Durham” pipeline of education and training that assures our young people are as qualified as any newcomer.

We are far from that position today. Roughly 40 percent of Durham’s youth and young adults are not on-track to complete high school, achieve a postsecondary credential of some kind, and gain employment by the time they are 25. A substantial number will struggle in the process and some will not make it at all. There are now between 4,500 and 6,000 disconnected youth—enough to fill four Durham high schools—who are either at significant risk of dropping out of high school or who are not pursuing any education, training, or employment. All of them have talent and the aspiration for a better life. Together, they represent a source of workforce skills, civic participation, and taxpayer revenue that Durham can ill afford to waste.

In 2008, MDC explored this issue in a report for GlaxoSmithKline entitled *Disconnected Youth in the Research Triangle: An Ominous Problem Hidden in Plain Sight*. While some significant steps occurred following the release of that report, after almost five years we are still without a coherent education-to-career system that gives all youth and young adults the skills and credentials they need to succeed in the 21st century economy. In August 2011, following MDC’s move to Durham, our board of directors challenged us to examine what such a system should look like: its goals, programs, structures, and priorities. This report, *Made in Durham*, is about the action that Durham’s leaders— across all sectors—must take to achieve the vision that every young person in Durham has the opportunity to achieve a postsecondary credential and begin a rewarding career by the age of 25.

The central premise of our report is that all Durham’s youth and young adults are entitled to a first-rate education and training system that prepares them for successful adulthood and the good jobs in our labor market. Equally, we believe that *the measure of this system’s value must be that it works as well for the most disconnected young person as it does for the most privileged.*

A Dual Customer System

There are two complementary goals of an education-to-career system: to prepare youth and young adults for rewarding careers, and to meet employer demand for a skilled, productive workforce. A high-performance system must be equally good at achieving both objectives and meeting the needs of both customers.

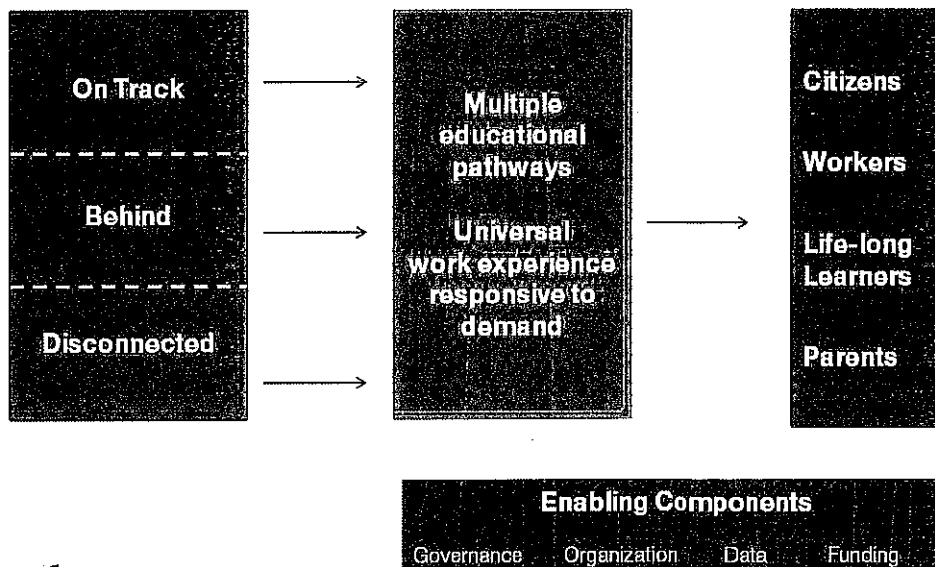
YOUTH AND YOUNG ADULTS

Durham's young people are a widely diverse group. They vary in age, ethnicity, culture, and family status; in aptitude, aspiration, and motivation; in academic and vocational proficiency. Many face barriers of language, poor housing, a criminal record, abusive relationships, or adolescent parenthood. Too many face hardships related to poverty, race, and class. Some are emotionally vulnerable, but most are surprisingly resilient with optimism about the future. To better understand who should be served through an education-to-career strategy, we have used rough estimates to segment young people into three broad, overlapping groups:

- *The On-track (60%):* High school students and those enrolled in postsecondary education or training who are close to their age group.
- *The Behind (25%):* Youth and young adults who are behind their age group in high school and/or postsecondary education.
- *The Disconnected (15%):* Youth and young adults who are far from achieving a high school diploma or work readiness and face serious barriers to further education and employment.

Put another way, 40 percent of Durham's youth and young adults are off track. The long term cost to these young people is significant: high school dropouts make \$14,000 less annually than those who attended even one or two years of college and they experience nearly three times the poverty rate. The cost to taxpayers is equally severe. According to one study, each disconnected youth costs taxpayers \$14,000 per year, or \$250,000 over a lifetime. Much of that cost, including policing and loss of property taxes, occurs at the local level. In other words, the disconnected youth in Durham cost local, state, and federal taxpayers between \$63 million and \$84 million per year. For every 500 youth that Durham reconnects, taxpayers will save \$7 million annually.

Supporting Multiple Pathways



EMPLOYERS AND THE DURHAM LABOR MARKET

Durham employers are as diverse as our young people. They include major corporate headquarters and small neighborhood businesses, large public and educational institutions, and cultural and nonprofit organizations. They cover roughly 180,000 jobs—including over 50,000 middle-skill/middle-pay positions—in science and technology, entertainment and the media, management, manufacturing, and services. However, few young Durham residents are securing these jobs because they don't have the applicable credentials or work-readiness skills; because they don't have access to the necessary transportation, career knowledge, or social networks.

Findings and Recommendations

The findings outlined in our report are based on research and interviews with more than 90 leading experts and staff working on the frontlines of youth development. Here is a summary of our major findings:

1. There are no shared goals, common vision, and common measures that provide a strategic framework and clear incentives for institutional collaboration on an education-to-career system that meets the needs of young people.
2. No leadership group exists that has the power to shape such a vision, accelerate institutional change, and coordinate the resources necessary to ensure that 14-to-24-year-old low-income youth gain postsecondary credentials and a meaningful career.
3. There is no evidence that employers or youth are engaged strategically and systematically in the leadership, design, and performance feedback of education to employment programs.
4. There are significant barriers to accessing current and reliable data to inform decisions about youth programming.
5. There are few opportunities of scale and continuity for youth and young adults to experience the world of work through summer jobs, organized work/study programs, year-round work experience, paid internships, transitional employment, or volunteering and civic engagement.
6. Once they're off track, behind and disconnected youth are easily lost.
7. Durham has a well-established record of investment, innovation, and excellence in programs for the most gifted students. There is no equivalent investment and cutting-edge creativity in programs for young people facing the most serious barriers to academic and workforce achievement.
8. There is no effective mechanism to promote cross-agency collaboration, program re-alignment and accountability, knowledge management, or professional staff development.
9. The public funding systems and private foundations do not work together to improve performance, impact, organizational stability, or collaboration among grantees.

In essence, we found that there is no education-to-career **system** for Durham's youth and young adults—that the odds of low-income youth, particularly young men and women of color, moving smoothly through the existing institutional infrastructure to productive adulthood are slim. Certainly, there is no robust system of support to keep them on-track and recover them when they fall. More fundamentally, there is no sense of community-wide commitment—backed by leadership, focus, and resources—to guarantee that every Durham young person has a fair shot at making it out of poverty and into the civic and economic mainstream of North Carolina.

Our recommendations are based on six assumptions, drawn from national research and what we learned about Durham:

- The prospect of a good job and a meaningful career is a powerful motivator for young people to stay in school and complete postsecondary education and training.
- Most employers will only engage at scale if the system meets their business objectives and candidates meet their standards for job readiness.
- With limited financial resources, reform of Durham's system must use existing funds better and leverage them to attract additional private and public investment.
- It is better to build on Durham programs with demonstrated good performance than to start from scratch.
- An education-to-career system is not the responsibility of any one organization; rather, it is the shared responsibility of all community partners.
- A clear definition of the system's purpose, goals, scope, and measures should be the first step in reform.

We recommend that the principal system and governance changes include:

- In the next year, Durham should establish a goal for increased postsecondary attainment and full-time employment for young adults, along with annual public measures to track progress toward this goal.
- The systemic and programmatic reforms proposed require leadership with the authority, credibility, and commitment to effect institutional and cultural change in both the public and private sectors. To achieve this, the Durham Education and Employment Alliance (the Alliance) should be established to oversee the design and implementation of an education-to-career system for the city and county.
- Young people should be engaged directly in the design, monitoring, and evaluation of programs and services within the education-to-career system. A Youth Consumers Council should be established, reporting to the mayor and the Alliance.
- Data are pivotal to the planning, management, performance, and evaluation of an education-to-career system. Durham should invest in two data systems: (1) a cross-sector data sharing system that tracks individual and organizational progress and (2) a modern labor market information system.
- With declining budgets for education, job training, and social services, Durham will need to do more with less. To increase efficiency savings and attract new funds, Durham should undertake a project to track all existing funds ("follow the money"); increase program alignment through cross-sector planning and contracting; and create a Performance and Innovation Fund supported by local foundations and employers.

PROGRAM DESIGN RECOMMENDATIONS

Key measures of success for Durham's education-to-career system will include both how many young people gain a postsecondary credential with economic value and work that pays living wages, and how efficiently they progress through the system. Because youth and young adults start in different places and move at different rates, the system must be accessible, flexible, well-coordinated, and cost effective. It also must draw on employer resources and expertise as strategic leaders, as co-creators and technical advisors of programs, and as consumers providing work experience, mentors, and employment.

To achieve its objectives for both customers, we recommend that the design of Durham's education-to-career system be based on five program features:

Multiple pathways: The diverse needs of at risk young people require a flexible system of multiple pathways that allow them to enter or re-enter at different points on the education continuum and progress in different settings, at their own pace, to a diploma or GED, a postsecondary credential, and employment.

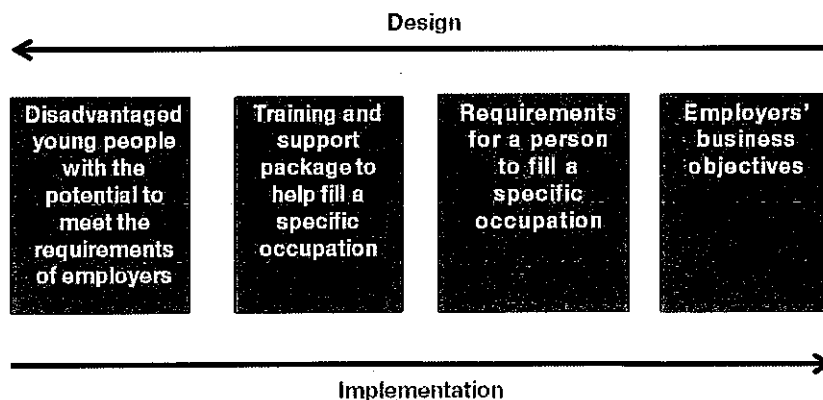
Blended learning and work: Integrated education and work (summer jobs, internships, work-based learning) from middle school through postsecondary education and training provides relevance and rewards for young people, and the prospect of a good job is a powerful motivator to finish or return to high school and college.

Demand-led training: The interests of an education-to-career system's two customers, youth and employers, are the same: the better the system meets the needs of Triangle employers and the economy, the better prepared Durham's young people will be to compete for good jobs in the labor market. The most successful career and sector-based programs are designed from the "outside in" to meet employer standards for work readiness in academic, occupational, and soft skills.

Adult guidance and advocacy: It is easy for Durham's youth and young adults to get lost in the complex maze of more than 100 programs and services. Skilled case managers and coaches are important in helping them to navigate and in providing personal support to keep them on track. The more vulnerable the young person, the more important it is to have this support in place.

Cross-sector collaboration: Few of the federal and state regulatory frameworks that drive the behavior of Durham's large public institutions provide tangible incentives for cross-agency coordination and collaboration. Without common goals, funding, data, and performance incentives it is difficult for even the most willing institutions to align their curricula, expand their eligibility criteria, pool services, share information, and streamline administration.

Demand-Led Approach to Connecting Young People with Good Jobs



Priorities for Implementation

Full implementation of an education-to-career system will require a concerted effort in the coming years. At the same time, it is important that Durham's leadership signal its commitment to invest time and resources in this issue now. We recommend that Durham adopt a two-pronged approach that combines several important first steps of system-building with strategic investments in programs to produce early and visible wins.

- Establish the Durham Alliance for Education and Employment as a business-led public/private partnership immediately and charge the Alliance with the development of an operational blueprint for systems change over the next five years.
- Complete an analysis of current federal, state, county, city, and private funds that Durham receives for all youth-related services.
- Design client-tracking and labor market information systems, considering relevance to policy and operational needs, user-friendliness, and costs.
- Work with national experts and local partners to develop a transitional employment program for older disconnected youth that will immerse them in full-time education and paid employment.
- Develop a 2013 youth summer jobs program, in the context of a broader employer engagement strategy, to at least double the existing opportunities and provide the basis for expanded high school CTE and work experience.
- Expand and enrich Durham Public Schools career academies that blend learning and work in high-growth sectors of the Triangle economy.
- Work with Durham Technical Community College to develop demand-led, sector-based programs for students' entry to middle- and higher-skilled jobs in the Triangle.
- Analyze the accessibility and adequacy of services for Latino young people and set priorities for measurable improvements.

Conclusion

Today, we are at risk of writing off a good share of our youth and future workforce on the premise that we simply can recruit from other counties and states. This strategy is unjust, socially divisive, and economically unsound. As our report documents, the costs and consequences of inaction are high. Durham must act now if we are to fulfill our most fundamental responsibilities to our young people and preserve our reputation as a healthy, forward-looking community. We must assure that every youth and young adult who grows up in Durham is as educated and skilled as those who move here. We must assure that being "Made in Durham" also means prospering in Durham.



MDC

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Made in Durham Task Force
Updated August 6, 2013

Name	Organization	Title	Sector
Jack Bailey	GlaxoSmithKline	Senior VP of Policy, Payers and Vaccines	Pharmaceuticals
Eric Becoats	Durham Public Schools	Superintendent	Education
Tom Bonfield	City of Durham	Manager	Government
Brad Brinegar	McKinney	Partner, Chairman, & CEO	Advertising
Anita Brown-Graham	Institute for Emerging Issues	Director	Economic Development
Elaine Bushfan	State of North Carolina	Superior Court Judge	Legal
Jack Clayton	Wells Fargo	Regional President	Finance
Victor Dzau	Duke University Medical Center & Health System	Chancellor for Health Affairs, Duke University; President & CEO, Duke University Health System	Health
Martin Eakes	Self-Help Credit Union	CEO	Finance
Michael Goodmon	Capitol Broadcasting Company	VP for Real Estate	Real Estate, Media
Kenneth Hammond	Union Baptist Church	Pastor	Faith
Andrea Harris	N.C. Institute for Minority Economic Development	President	Economic Development
Bill Ingram	Durham Technical Community College	President	Education
Bob Ingram	Hatteras Venture Partners	General Partner	Venture Capital
Ed Paradise	Cisco	Site Executive	IT

Note: Full biographies of members provided in the appendix.



Ivan Kohar Parra	Durham CAN	Lead Organizer	Nonprofit
Mike Ruffin	Durham County	Manager	Government
Machelle Sanders	Biogen Idec	VP Manufacturing & General Manager	Pharmaceuticals
Debra Saunders-White	North Carolina Central University	Chancellor	Education
Henry Scherich	Measurement Incorporated	President	Education
Casey Steinbacher	Durham Chamber of Commerce	President & CEO	Economic Development
Al Siemens	FHI360	CEO	Public Health
Steven Williams	Sensus Durham Workforce Development Board	North American Logistics and Traffic Manager Chair	Infrastructure Workforce Development
Brad Wilson	Blue Cross/Blue Shield of North Carolina	President & CEO	Insurance
Leslie Winner	Z Smith Reynolds Foundation	Executive Director	Philanthropy

Note: Full biographies of members provided in the appendix.



Made In Durham Policy Working Group Membership

John Balchunas, Workforce Development Director
Education & Training Program
North Carolina Biotechnology Center

Drew Cummings, Assistant County Manager
Durham County

Arnold Dennis, Executive Director
Juvenile Justice Institute

Kevin Dick, Director, OEWD
City of Durham

Gayle Erdheim, Executive Director
Achievement Academy of Durham

Lewis Ferebee, Chief of Staff
Durham Public Schools

Pilar Rocha-Goldberg, Executive Director
El Centro Hispano

Iheoma Iruka, Scientist
Frank Porter Graham Child Development Institute

Tom Jaynes, VP, Institutional Advancement
Durham Technical Community College

Bud Lavery, Executive Director
Communities in Schools of Durham

Ann Oshel, Durham Site Director
Alliance Behavioral Healthcare

Jenni Owen, Director of Policy Initiatives
Duke University Center for Child & Family Policy

Gudrun Parmer, Director
Durham County Criminal Justice Resource Center

David Reese, Executive Director
East Durham Children's Initiative

Rick Sheldahl, Director
Durham Public Schools, Career Technical Education

Maya Sirur, Program Manager, Durham YES
CPI

John White, VP of Public Policy
Greater Durham Chamber of Commerce



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Made in Durham Task Force Results

Goals and measures

- **Common measures** to assess progress in school, postsecondary education, criminal justice, and employment of a dual customer system
- **Baseline goals**, measurable objectives and three-year milestones

Data Systems

- **Data system specifications** to track youth progress, measure organizational performance, and assess effectiveness of the system
- **Labor market information system specifications** that provide detailed analysis of current job openings, skill shortages, and emerging labor market trends
- **Evaluation system specifications** to assess performance, impact, and costs of *Made in Durham* systems¹

Priority Strategies

- **Map of existing public and private resources** to maximize performance, efficiency, and leverage potential
- **Identified opportunities for** collaborative efforts and investment

Leadership and Governance

- Design of the role, responsibilities, composition, and legal structure of the **Durham Education and Employment Alliance** or alternative oversight body of a dual customer system (i.e., staff structure, functions and skills, resources and relationships)
- Design of the role, responsibilities, composition, and structure of a **Youth Consumer Council** to give young people voice in program design and assessment
- **Framework for employer engagement** in the design and operation of the education-to-career system in Durham
- Findings of *Made in Durham* communicated to external stakeholders through meetings, press conferences, and MDC's Web site

¹ To be completed depending upon available resources.

New State Standards Update

New State Standards Update

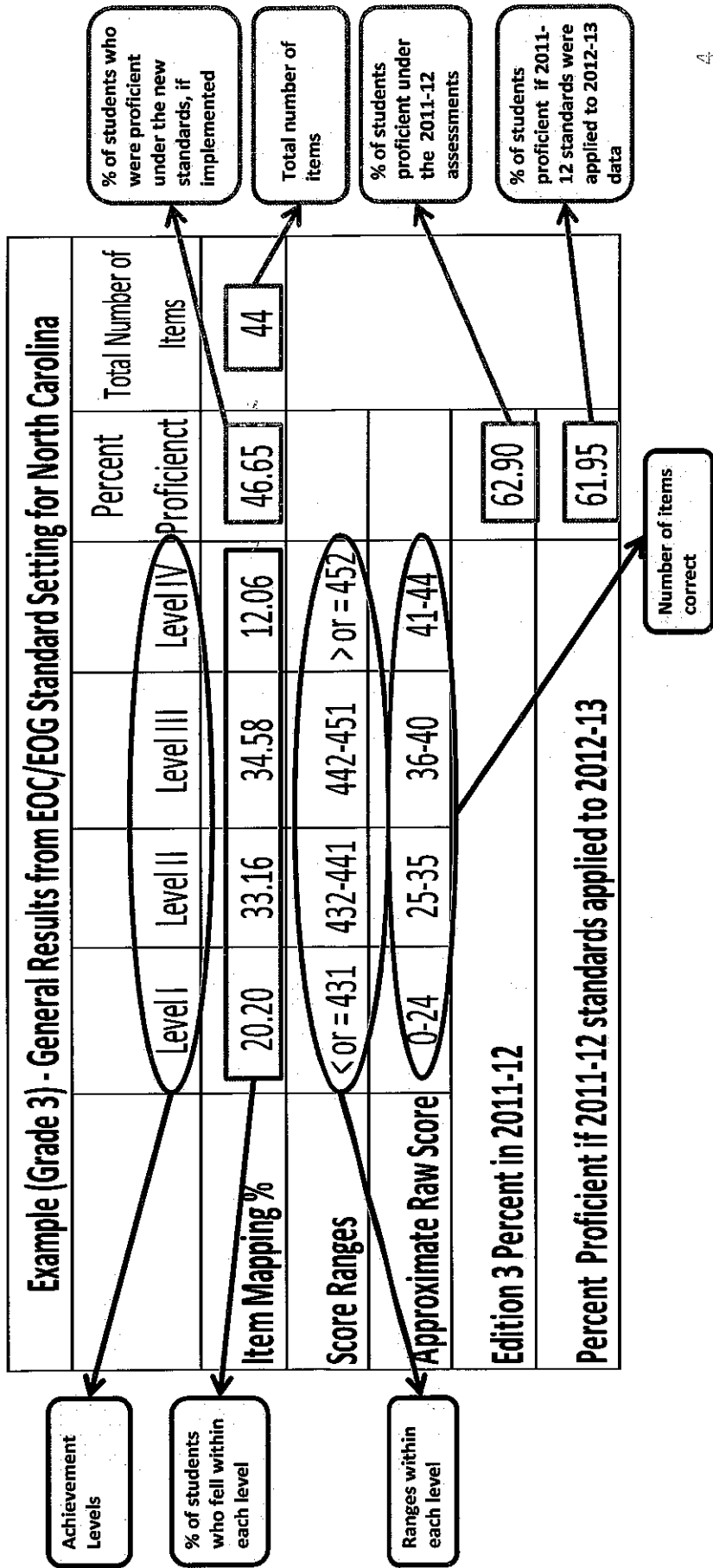
What was the standard setting process?

- 2012-13 statewide assessment data are being used to set the new achievement cut scores.
 - English Language Arts Grades (3-5), (6-8) – Math I
 - Mathematics Grades (3-5), (6-8) – English II
 - Science Grades (5, 8) – Biology
 - NCEXTEND1/2
- **Teacher Panels**
 - An external contractor was selected to facilitate the work of the teacher panels.
 - 207 teachers and 3 psychometricians evaluated test items and established cut scores.
 - Contracted psychometricians reviewed the work of the teachers and made adjustments to recommended cut scores.
 - Recommended cut scores were provided to NCDPI psychometricians.

What was the impact of standard setting?

- The new standards have higher grade-level proficiency with a focus on career and college readiness.
- Student achievement declines when new achievement standards are adopted.
- Historically, North Carolina has experienced declines in both math and reading achievement when new standards were implemented.

Standard Setting Results for EOC/EOG Assessments



What are the next steps?

- **State Board of Education**
 - Did not approve the Academic Achievement Standards (cut scores) for 2012-13
 - Standards will be reviewed at the October 3, 2013 meeting
- **NC READY Accountability Results**
 - November 2013 – release of assessment results

Superintendent's Evaluation Follow-up

Durham Public Schools

Timeline: Superintendent's Evaluation Process for 2012-2013

Month	Activity	Completed
May & August 2013	Step 1: Board of Education and superintendent trained on use of Superintendent Evaluation Instrument	Part I: May 29, 2013 Part II: August 6, 2013
September 24, 2013	Step 2: The board and superintendent agree on timeline	
September 2013	Step 3: The board and superintendent agree on performance goals for the 2012-13 school year	
November 2013	Step 4: Superintendent presents information to provide a comprehensive picture of his performance (artifacts, data, summary, etc.)	
November 2013	Step 5: Board of Education Rating of Superintendent <ul style="list-style-type: none"> • Board members individually rate the superintendent on standards and associated elements • Board reviews composite rating by the board. The board attempts to reach consensus on the rating. If consensus cannot be reached, the board will use the median score on elements and standards. 	
December 2013	Step 6: Final Evaluation Meeting <ul style="list-style-type: none"> • The board shares the rating with the superintendent • The superintendent has the opportunity to respond and present additional information. The board may request additional information. 	

Durham Public Schools

Timeline: Superintendent's Evaluation Process for 2013-2014

Month	Activity	Completed
December 2013	Step 1: Superintendent completes self-assessment	
January 2014	Step 2: Goal Setting Meeting Based on evaluation results, goals are developed for the superintendent for 2013-2014. The superintendent should return at a later agreed upon date to present a more complete plan.	
February 2014	Step 3: The board and superintendent agree on timeline	
September 2014	Step 4: The board and superintendent agree on performance goals for the 2013-2014 school year	
September 2014	Step 5: Superintendent presents information to provide a comprehensive picture of his/her performance (artifacts, data, summary, etc.)	
October 2014	Step 6: Board of Education Rating of Superintendent <ul style="list-style-type: none"> • Board members individually rate the superintendent on standards and associated elements • Board reviews composite rating by the board. The board attempts to reach consensus on the rating. If consensus cannot be reached, the board will use the median score on elements and standards. 	
December 2014	Step 7: Final Evaluation Meeting <ul style="list-style-type: none"> • The board shares the rating with the superintendent • The superintendent has the opportunity to respond and present additional information. The board may request additional information. 	

Julianne Gates

From: Julianne Gates
Sent: Wednesday, September 11, 2013 5:30 PM
To: (hhcjog@yahoo.com); FredrickA Davis (Board Member); Heidi Carter; Leigh Bordley; 'Leigh Bordley (durhamleapcoordinator@gmail.com)'; Leigh Bordley (leigh.bordley@gmail.com); Minnie Forte-Brown; Nancy Cox; Nancy Cox; Natalie Beyer; 'Natalie Beyer'; Omega Curtis-Parker; 'Omega Curtis-Parker'; 'pastor@firstcalvary.org'
Cc: Eric Becoats; Sylvia Rogers (Sylvia.Rogers@dpsnc.net)
Subject: FW: Part I Quantitative - Superintendent's Evaluation - RESPONSE REQUESTED

Hi all-

Please see the e-mail below from Dr. Becoats. To date, he has not received any feedback and would appreciate your thoughts by next Wednesday, September 18, in preparation for the discussion at the retreat on September 24.

Thanks!

Julianne ☺

From: Eric Becoats
Sent: Wednesday, August 07, 2013 3:56 PM
To: FredrickA Davis (Board Member); Heidi Carter; Leigh Bordley; Minnie Forte-Brown; Nancy Cox; Natalie Beyer; Omega Curtis-Parker
Cc: LelaTina Hester
Subject: Part I Quantitative - Superintendent's Evaluation

As requested below you will find information related to Part I (Quantitative) of the Superintendent's Evaluation. Please refer to the Annual Superintendent Evaluation document provided to you yesterday when reading below.

1. All of the items on page 2 of the original evaluation instrument were recommended for inclusion on the 2012-13 instrument.
Each of these items align with the current Data Dashboard and the Strategic Plan.
2. The items listed on page 3 were not recommended for inclusion for the following reasons: (a) we no longer financially support National Board Certification; although we continue to support the teachers through mentoring; (b) teacher turnover is based on the definition from the state and includes returning retirees and promotions. The percentage in isolation does not put into perspective the underlying reason for the increase or decrease. For example, some teachers leave in lieu of dismissal; (c) same reasoning as listed under 2a.
3. All of the items on page 4 of the original evaluation instrument were recommended for inclusion on the 2012-13 instrument. These two critical measures (as worded) have a direct impact on the operation of each school.
4. The first three items (a-c) on page 5 are recommended for inclusion on the 2012-13 instrument. These measures (as worded) provide a good indication of school climate for staff and students. Since item (d) is required by state law, it does not represent a stretch performance measure; therefore, it was not recommended for inclusion in the 2012-13 instrument.

The above information provides you with the initial thinking behind the proposed modifications for the 2012-13 quantitative part of the Superintendent's Evaluation. Please let me know if you have any questions prior to our Board Retreat scheduled for September 24.

Julianne Gates

Subject: FW: Annual Superintendent Evaluation
Attachments: Master Copy 2013_Corrected_Final.doc

From: Julianne Gates
Sent: Thursday, May 30, 2013 1:53 PM
To: (hhcjog@yahoo.com); FredrickA Davis (Board Member); Heidi Carter; Leigh Bordley; 'Leigh Bordley (durhamleapcoordinator@gmail.com)'; Minnie Forte-Brown; Nancy Cox; Nancy Cox; Natalie Beyer; 'Natalie Beyer'; Omega Curtis-Parker; 'Omega Curtis-Parker'; 'pastor@firstcalvary.org'
Cc: Eric Becoats; Sylvia Rogers
Subject: Annual Superintendent Evaluation

Board members:

Attached is the corrected copy of the Annual Superintendent Evaluation.

Thanks!

Julianne

Julianne Gates | Board of Education Liaison for Durham Public Schools | 919 560-2502, ext. 21502
| julianne.gates@dpsnc.net

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Annual Superintendent Evaluation COMMENTS FROM BOARD MEMBERS

Durham Public Schools

DATE: _____ Name of Board Member: _____

The Durham Public Schools Board of Education's Superintendent Evaluation Document consists of two main parts:

Part I deals with the Goals of the Board of Education for the school district that have been adopted in partnership with the Superintendent. The performance measures for each goal are objective metrics, in part, from the District's Data Dashboard. Part I evaluates the Superintendent based on the achievement of the Board of Education's goals for the district.

Part II deals with the key responsibilities or performance standards for superintendents. The scores for Part II are more subjective in nature and require careful and thoughtful analysis by each Board member. Part II evaluates the Superintendent based on his performance as an individual in fulfilling the key responsibilities of the Superintendency.

PART I: 2011-2012 BOARD OF EDUCATION AND SUPERINTENDENT GOALS FOR THE DISTRICT

Scoring Instructions for Part I: Under each Board goal, please compare the actual results for the school year to the Superintendent's Target for that measure. Please use the *percentage of Superintendent's Target* achieved to score the Superintendent's performance for each measure, in accordance with the scale below:

Percent	Categories	Rating Scale
76-100%	Strong Evidence of Progress	4
51-75%	Some Evidence of Progress	3
1-50%	Some Evidence of Initial Steps Taken	2
0%	No Evidence of Progress	1
Below 0%	Negative Progress	0

✓ = already included in Dashboard

• = to be included

GOAL 1: ENHANCE ACHIEVEMENT OF HIGH ACADEMIC PERFORMANCE BY ALL STUDENTS

Performance Measure	Baseline Data 2010-11	Target 2011-12	Results 2011-12	% Target Achieved 2011-12	0% (1)	1-50% (2)	51-75% (3)	76-100% (4)
✓ a) District EOG Proficiency Grade 3	63.7%	67.3%	67.4	102.78				4
✓ b) District EOG Proficiency Grade 5	62.0%	65.8%	67.9	155.26				4
✓ c) District EOG Proficiency Grade 8	63.8%	67.4%	69.1	147.22				4
✓ d) VOCATS Composite	65.2%	68.7%	69.0	108.57				4
✓ e) %ABC Growth Targets Met	80.0%	82.0	92.3	615.00				4
✓ f) SAT Ratio DPS: North Carolina	.950	.955	.954	80.00				4
✓ g) AP Participation Rate	12.7%	14.4%	Pending Official 9/2012 Release					
✓ h) Cohort Graduation Rate	73.9%	75.2%	77%	238.46				4

Goal 1 Average Score: 4

Goal 1 Comments:

How are we going to do this given scores won't be in until November or later?

Eliminate all goals except for Goal 1 – if additional performance measures are required include them in this section. For example, we could add in the variable related to Nationally Board Certified Teachers.

- ✓ = already included in Dashboard
- = to be included

a-c:untle the math and reading proficiency grade –these are two rely different measures- it seems pointless to lump them ether especially when we know that often our ESL students will do better on math and that can help to explain a higher proficiency and of course explain a lower proficiency for reading

Vocats: separate out the middle and high school component – in middle school, often times students have to take these courses because other electives like band and arts are not appealing to students but that doesn't mean that these courses are either. I would think that middle school scores could bring down the composite.

In general, from stats 101, get curious when you have composites – you need to know what the independent variables are. A composite score for number of days till ripe for Fuji and Gala apples might make sense but for Valencia oranges and gala apples –not so much. Composites, like averages, often hide outliers.

AIG: really need to look at this by grade level, it makes no sense to lump everyone together. Thinking out loud – we do a sweep in third grade so of course participation rates go up. In high school, we can't force AIG identified kids to take AP courses so how do we even track participation at that level? I think what the Board is particularly interested in is whether we are seeing an increase in minority participation –it would thus make sense to break this up by ethnic group and perhaps even by gender. Thinking out loud –an increase could be explained by participation of more white students, although that would be great...

AP participation rate: Thinking out loud – some of this increase is due to offering more AP courses in the 9th grade. That is great but what I think we are interested in is whether we are seeing increases in participation in 11th and 12th grade where it makes a huge difference for college resumes. Might we need to create some separate categories. What if we were to find that all the increase is sole attributable to new 9th graders –would that be satisfactory? Again, isn't a goal of the Board to see increase in minority participation? Is there a way to evaluate whether our summer AP camp is making a difference. What if the increase is explained by increases at just one or two schools, I think, for example, that DSA began offering 9th grade APS courses sooner than other schools. Also, because DSA was the first then of course in year 2 when Riverside and Jordan jumped on board you are going to see an increase. Ah, statistics, always a story behind the numbers- eh?

Graduation Cohort – I have to bite my tongue every time we talk about the increase in the graduation rate because I am guessing that offering the 21 credit diploma makes a difference. I think we had asked from the get go for periodic updates and our goal was to sunset this offering because the plan was to insure that we no longer have kids in a situation where they need 21 credits. I would think we would want to untangle that bit of information for this measure. I will not be too happy if an increase is explained in large part to the 21 credit diploma.

✓ = already included in Dashboard

● = to be included

GOAL 2: ENSURE HIGH QUALITY STAFF AND LEADERSHIP DISTRICT-WIDE AND AT EVERY SCHOOL

Performance Measure	Baseline Data 2010-11	Targets 2011-12	Results 2011-12	% Target Achieved 2011-12	0% (1)	1-50% (2)	51-75% (3)	76-100% (4)
a) % Nationally Board Certified Teachers	13%	14.3%	13.2	15.38		2		
b) % Teacher Turnover	18.10%	17.195%	18.25	-16.57	0			
c) % of schools with increased NBCT (or highly qualified staff)	57%	59.85%	42%	-526.32	0			

Goal 2 Average Score: .667

Goal 2 Comments:

National Board... I know this is being eliminated but I would think we would want to at least see the same number of teachers pursuing and being supported by the District (Alice Haganman's work) versus a decrease. I want to keep this measure as this is one of the few ways to grow teachers.

Teacher Turnover – I get that this is fraught with challenges but I know that we want to keep our good teachers – I think we should continue to look at a measure that is clear cut enough to hold the Super accountable. It seems odd that in 10 years time we went from a district and community focus on teacher recruitment and retention to now eliminating from being measured. Perhaps we need to measure recruitment, especially for hard to fill positions – I bet that would encourage the Administration to ask the Board for tools to incentivize recruitment.

Why would high qualified be 100% given it is a NCLB requirement? I know the feds don't really enforce it – what are the challenges with it that we don't want to insure we have HQ teachers in our schools?

✓ = already included in Dashboard

● = to be included

GOAL 3: ENSURE EFFICIENT AND EFFECTIVE BUSINESS SYSTEMS/OPERATIONS

Performance Measure	Baseline Data 2010-11	Targets 2011-12	Results 2011-12	% Target Achieved 2011-12	0% (1)	1-50% (2)	51-75% (3)	76-100% (4)
<ul style="list-style-type: none"> a) % Depts. /Schools Within Budgets 	<u>Departments</u> 100% <u>Schools</u> 98%	<u>Departments</u> 100% <u>Schools</u> 98%	100% 100%	100 100				4
<ul style="list-style-type: none"> b) % IT Network Uptime 	98.90%	99%	99%	100				4

Goal 3 Average Score: 3.2

Goal 3 Comments:

Something isn't quite right with my list, I am know I am missing items but in general – what it seems we want to measure here is what the skills are that the Superintendent needs and whether, per the indicators, the Super is successfully exercising those skills. This section frustrates me. Would the scorecards by department make more sense as measures?

GOAL 4: ENSURE DISTRICT AND SCHOOL CLIMATE AND CULTURE THAT DEVELOPS EFFECTIVE AND POSITIVE RELATIONS AND FOSTERS THE WELL BEING OF STUDENTS, STAFF, BOARD AND COMMUNITY

Performance Measure	Baseline Data 2010-11	Targets 2011-12	Results 2011-12	% Target Achieved 2011-12	0% (1)	1-50% (2)	51-75% (3)	76-100% (4)
<ul style="list-style-type: none"> a) District-wide suspension rate 	8.9%	8.01%	9.58%	-76.40	0			

✓ = already included in Dashboard

• = to be included

b) Average Gallup Survey Rating for Student	4.12	4.21	4.18	.66.67	2	
✓ c) Overall Survey Rating for Teacher Working Conditions	79.1%	81.2%	81%	90.48		4
d) % of Schools with School Improvement Teams	100%	100%	100%	100%		4

Goal 4 Average Score: 2.71

Goal 4 Comments:

Suspension rate – Aren't we more concerned about things like numbers of minorities, number of males, number of EC (OCR complaint) number of elementary – why one number?

Gallup survey – I thought we didn't do the Gallup survey –we use an in-house document –we should not use the Gallup name

Is the overall rating an item on the TWC survey –if so then ok but if not, if we are contriving some hodge podge number then what good is it? Why would we want this to be broken out by school level and perhaps we target certain schools, maybe our SIG grant schools for example as an additional measure. What about targeting schools where the Super has appointed the leadership versus using principal selection, track for three years for example?

- ✓ = already included in Dashboard
- = to be included

PART II: 2010-2011 SUPERINTENDENT PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Scoring Instructions for Part II: Please evaluate the Superintendent's Performance by scoring each Standard of Performance/Key Responsibility below. The individual performance indicators below each standard are listed to help you think about the main category standard. Use them to find the median overall score. There will be a total of six scores upon completion of this section. For the Superintendent's summary evaluation, a composite score will be determined, based upon the median score of the individual board member evaluations. Space is provided for general comments on each section. If you select a 1 or 2, please provide an explanation in the area provided.

The following appraisal scale shall be used:

Appraisal Scale	Categories
5	Outstanding
4	Excellent
3	Satisfactory
2	Needs Improvement
1	Unacceptable

- ✓ = already included in Dashboard
- = to be included

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
1. Relationship with Board of Education						
a. Keeps Board informed about issues, needs and operations of school district in a timely manner		4				
b. Offers professional advice to Board on items requiring Board action, with appropriate recommendations based on thorough study and analysis		4				
c. Actively participates in Board discussions, offering his opinion even when it appears to conflict with the general consensus.		4				
d. Interprets and executes the intent of Board policy		4				
e. Seeks and accepts constructive criticism of his/her work		4				
f. Has a productive working relationship with the Board		4				
g. Understands his/her role in administration of Board policy	5					
h. Remains impartial to Board members, affording all equitable treatment		4				
i. Informs Board of anticipated changes in programs, issues, and policies	5					

Score for Performance Standard 1: Relationship with Board of Education: 4

General Comments and Explanations for Ratings of 1 or 2: (Board Relations)

✓ = already included in Dashboard
 • = to be included

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
2. Leadership within the Community						
a. Solicits input and opinions of all stakeholders		4				
b. Devotes attention and develops solutions to problems presented to him/her		4				
c. Develops cordial and cooperative relationships with the news media	5					
d. Participates actively in community life	5					
e. Fosters a sense of urgency and optimism around student achievement in the community	5					
f. Provides leadership for improving parental involvement in the schools			3			
g. Maintains a positive and visible profile in the schools and community		4				
h. Is recognized as a community leader in public education		4				
i. Gains respect and support of the community for his leadership of the school system		4				
j. Develops positive working relationships with community institutions, including city, county and state officials		4				
k. Develops a strong partnership with area universities and community colleges		4				
l. Builds a strong partnership with the business community		4				
m. Fosters a culture of service within the district	5					

Score for Performance Standard 2: Leadership within the Community: 4

General Comments and Explanations for Ratings of 1 or 2:

✓ = already included in Dashboard

● = to be included

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
Human Resource Leadership						
a. Develops and implements sound personnel procedures and practices		4				
b. Treats personnel fairly - without favoritism or discrimination - while insisting on excellent performance		4				
c. Delegates appropriate authority to empower staff members	5					
d. Recruits, assigns and retains the best available personnel in terms of their diverse competencies		4				
e. Encourages participation of appropriate staff members and groups in planning and implementation	5					
f. Assumes responsibility for performance evaluation of all staff members		4				
g. Maintains effective communication with staff		4				
h. Develops and maintains good staff morale and loyalty to the organization		4				
i. Uses Teacher Working Conditions Survey and other data to continuously improve the work environment		4				
j. Supports PLCs per the district's Strategic Plan	5					

Score for Performance Standard 3: Human Resource Leadership: 4

General Comments and Explanations for Ratings of 1 or 2:

✓ = already included in Dashboard

● = to be included

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
4. Educational Leadership						
a. Utilizes an inclusive process for developing and revising the district's strategic plan		4				
b. Effectively develops and implements the Strategic Plan		4				
c. Emphasizes instructional best practices to ensure continuous progress for each student and promotes accountability for educational results		4				
d. Provides leadership and assistance to all schools, especially lower performing schools	5					
e. Keeps abreast of innovations in education and implements improvements in curriculum and instruction based on sound practices, research and stakeholder input		4				
f. Understands and stays informed about all aspects of the instructional program		4				
g. Examines, communicates, and addresses gaps in achievement of different groups of students			3			
h. Articulates his/her high educational vision and motivates staff, parents, students and the community to participate in achieving it	5					
i. Organizes a planned program of staff development and continuous improvement		4				
j. Expands the use of technology as a teaching and learning tool throughout the district	5					
k. Develops the educational capacity of principals and teachers		4				
l. Ensures that instructional time is valued and protected		4				

Score for Performance Standard 4: Educational Leadership: 4

General Comments or Explanation for Scores of 1 or 2:

✓ = already included in Dashboard

• = to be included

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
5. Operational and Fiscal Leadership						
a. Supervises preparation of the annual budget including thorough analysis of the operational expenditures of the district and detailed programmatic analysis	5					
b. Implements a process for guiding and developing the budget; interprets and presents the budget, including options and recommendations to the Board for adoption	5					
c. Presents and interprets the Board-approved budget to the local officials to ensure optimal funding is provided to the school system. Identifies significant changes from previous years in a clearly organized and comparative manner	5					
d. Aligns budget with Strategic Plan	5					
e. Establishes short-term and long-range capital improvement plans, which include continuous assessment of the projected resources and utility of all school property.	5					
f. Maintains accurate financial records and implements internal/external audits to ensure the proper expenditure of funds and elimination of waste	5					
g. Reports to the School Board on the financial condition of the school system in a timely manner	5					
h. Communicates current and projected fiscal needs of the school system to the Board and the County Commissioners/ County Manager on a regular basis in order to promote clear understanding of the budget and the coordination of community-wide planning	5					
i. Consults with Board on unusual needs, revenues and expenditures	5					
j. Organizes a planned program of staff development and		4				

✓ = already included in Dashboard

• = to be included

Score for Performance Standard 5: Operational and Fiscal Leadership: 5
 General Comments and Explanation for Ratings 1 or 2:

PART II: SUPERINTENDENT'S PERFORMANCE STANDARDS/KEY RESPONSIBILITIES

Performance Standard/Key Responsibility	5 Outstanding	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unacceptable	Do Not Know
6. Leadership Ethics and Personal Qualities						
a. Exercises sound judgment when arriving at decisions		4				
b. Maintains poise in the full range of his/her professional activities		4				
c. Uses language effectively in dealing with staff, the Board, and the public		4				
d. Writes clearly and concisely		4				
e. Speaks well in front of small and large groups, expressing his/her ideas in a logical and forthright manner		4				
f. Maintains professional development by reading, taking courses, attending conferences, serving on professional committees and visiting other schools		4				
g. Demonstrates his/her ability to work well with individuals and groups		4				
h. Defends principle and conviction in the face of pressure and partisan influence	5					
i. Maintains high standards of ethics, honesty, and integrity	5					
j. Earns respect and standing among his/her professional colleagues and staff		4				
k. Devotes his/her time and energy effectively to his/her job	5					

Score for Performance Standard 6: Leadership Ethics and Personal Qualities: 4
 General Comments and Explanation for Ratings 1 or 2:

✓ = already included in Dashboard
 • = to be included

North Carolina SUPERINTENDENT EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

State Board of Education

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

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North Carolina Superintendent Evaluation Process

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Introduction

Effective leadership means more than simply knowing what to do—it's knowing when, how, and why to do it. Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving. They know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership.¹

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

Purposes of the Evaluation

The North Carolina Superintendent Evaluation Process will:

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

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

¹ Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

Steps of the Evaluation Process

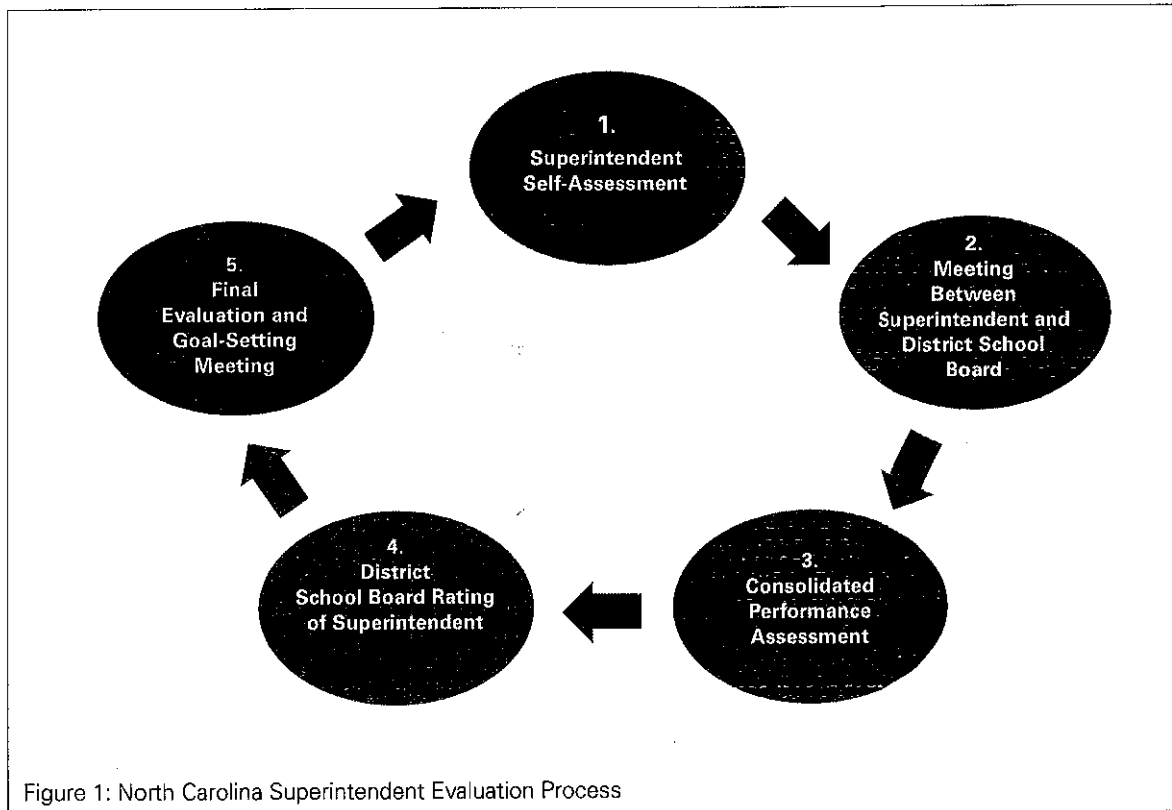


Figure 1: North Carolina Superintendent Evaluation Process

Step 1: Superintendent Self-Assessment

Each school year, the superintendent will inform the board that an evaluation of his or her performance should be conducted. In preparation for the first discussion related to the evaluation, the superintendent will assess his or her own performance using the Rubric for Evaluating North Carolina Superintendents (see pp. 8–20). This self-assessment becomes the basis for setting preliminary goals for the upcoming academic year.

Step 2: Meeting Between Superintendent and District School Board

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

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

Step 3: Consolidated Performance Assessment

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

Step 4: District School Board Rating of Superintendent

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

Step 5: Final Evaluation and Goal-Setting Meeting

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

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

SUPERINTENDENT RESPONSIBILITIES	BOARD RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Understand the North Carolina Superintendent Evaluation Process. ▪ Prepare for Step 2, the meeting with the board to agree upon the guidelines for conducting the evaluation. This preparation will include completing a self-assessment, reviewing performance goals and determining which ones have been met and which are short of completion, and identifying change initiatives underway at their school. ▪ Gather data, documents, and evidence to support performance in relation to the standards and progress toward attaining goals. ▪ Develop and implement strategies to improve personal performance or attain goals in areas individually or collaboratively identified. ▪ Finalize goals and end-of-year evaluation with the board as soon as student achievement data is received. 	<ul style="list-style-type: none"> ▪ Participate in training to understand and implement the North Carolina Superintendent Evaluation Process. ▪ Ensure that all steps of the evaluation process are conducted as described in this manual. ▪ Identify the superintendent’s strengths and areas for improvement and make recommendations for improving performance. ▪ Ensure that the superintendent’s summary evaluation worksheet contains accurate information and accurately reflects the superintendent’s performance. ▪ Participate in the evaluation discussions and guide the superintendent in establishing goals for the subsequent year.

Overview of the Rubric for Evaluating North Carolina Superintendents

The following rubric was developed to align with and exemplify the North Carolina Standards for Superintendents (see Appendix B) approved by the State Board of Education in 2007. It should be used in conjunction with the standards descriptions to record evaluator ratings of the superintendent and the superintendent's self-assessments and to document end-of-year ratings based on all evaluation activities. A form for summarizing the superintendent's ratings also accompanies the rubric (see Superintendent Summary Evaluation Worksheet). Together, these materials form the core of the North Carolina Superintendent Evaluation Process.

The superintendent's performance will be noted as follows:

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

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

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

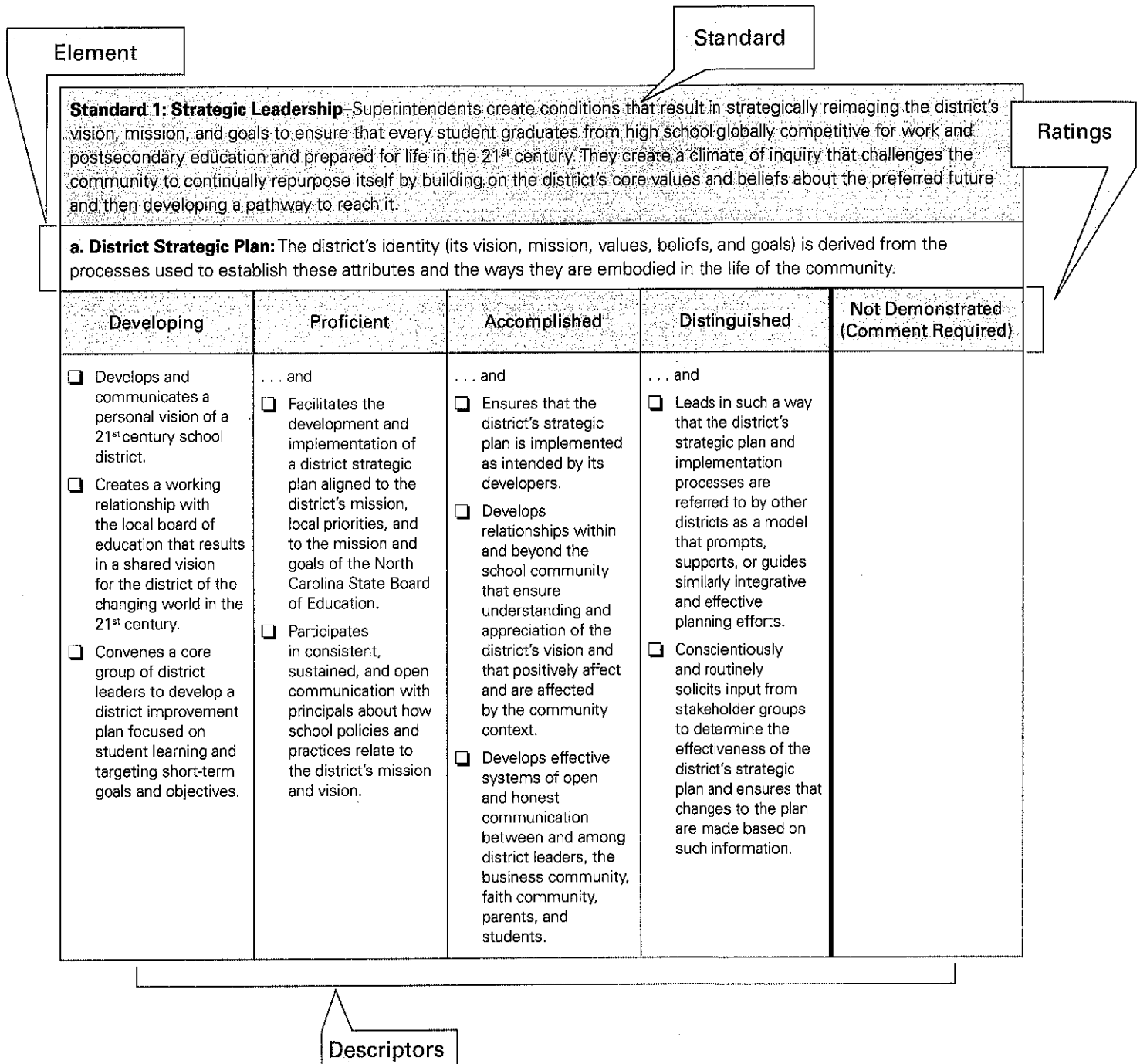
Distinguished: Superintendent consistently and significantly exceeded basic competence on standard(s) of performance.

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

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

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

How the Rubric is Constructed



How to Score the Rubric

The scoring system for the superintendent rubric is a 3-step process designed to use the ratings of all school board members in a fair and objective manner. This process involves the following:

1. Each school board member will independently rate the superintendent on each descriptor. Figure 2 illustrates the scoring strategy to be used for the descriptors; they are cumulative across the rows. To be rated “Distinguished” on any element, the superintendent must exhibit *all* of the descriptors under “Developing,” “Proficient,” and “Accomplished” *as well as* all of the descriptors under “Distinguished.” The school board member should mark the box beside each element in evidence, beginning with the left column. If the superintendent does not demonstrate the practice, the box is left blank. If the school board member cannot check any of the practices under the four columns, the superintendent is rated “Not Demonstrated.” In such cases, the school board member *must* comment and provide guidance about how the superintendent needs to proceed toward obtaining the skills described for that element.

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

Figure 2: Example of How to Complete the Rubric

2. The final rating for each standard is the median, or middle, rating of all the school board members' ratings. The median rating is the middle score of the group of scores. To obtain the median rating, start with the lowest score in the set and count up until you get to the middle score. Figure 3 provides an example of how a seven-member board might score a superintendent. For example, for Standard 1, one rating was "Not Demonstrated," four ratings were "Proficient," and two ratings were "Accomplished." For this Standard, the median score is "Proficient."

Std.	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
1	1		4	2		Proficient
2	1			4	2	Accomplished
3	2		5			Proficient
4	1	3	3			Developing
5	1	2		3	1	Accomplished
6			3	1	3	Accomplished
7	1		5		1	Proficient
Overall						Proficient

Note: If a school board is made up of an even number of members, there is no median score. Rather, the median is between the two middle scores. In such cases, the raters should use the higher of those two scores.

Figure 3: Example of Scoring Superintendent Evaluation: Finding the Median

3. Once the median scores for all of the standards are determined, the overall score for the superintendent is determined based on the median score for all the standards. In the example in Figure 3, the median is "Proficient." This was determined by arranging the median scores for the standards from lowest to highest and finding the score in the middle. When the median scores in Figure 3 are arranged from lowest to highest, they look like this:

Developing (Standard 4)
 Proficient (Standard 1)
 Proficient (Standard 3)
Proficient (Standard 7)
 Accomplished (Standard 2)
 Accomplished (Standard 5)
 Accomplished (Standard 6)

"Proficient" is the median score, and therefore the overall score for the superintendent in this example is "Proficient."

Rubric for Evaluating North Carolina Superintendents

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

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

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

b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.

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

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision making throughout the district.

<ul style="list-style-type: none"> <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input type="checkbox"/> Understands the culture of leadership in the district. <input type="checkbox"/> Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision making among staff members throughout the district. <input type="checkbox"/> Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. <input type="checkbox"/> Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision making in ways that include a wide range of stakeholders including parents and community members. <input type="checkbox"/> Creates policies, procedures, and processes that support distributed leadership. <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	
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Comments:

Suggested Data and Documents:

<input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plans are implemented, assessed, and modified <input type="checkbox"/> Effectively functioning, elected school improvement teams <input type="checkbox"/> Superintendent's performance plan aligned with state and local strategic priorities and objectives	<input type="checkbox"/> Staff can articulate the district's direction and focus <input type="checkbox"/> Student performance data <input type="checkbox"/> Student achievement and testing data
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Standard 2: Instructional Leadership—Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

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

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

Comments:

Suggested Data and Documents:

<input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plan <input type="checkbox"/> Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey) <input type="checkbox"/> Student performance goals	<input type="checkbox"/> Student performance data <input type="checkbox"/> Use of formative assessment to impact instruction <input type="checkbox"/> District instructional evaluation program
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Standard 3: Cultural Leadership—Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “re-culture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Collaborates with central office staff, local school board members, and principals. <input type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district.	<p>... and</p> <input type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district. <input type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district. <input type="checkbox"/> Uses data to create and maintain a positive work environment. <input type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments.	<p>... and</p> <input type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. <input type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district.	<p>... and</p> <input type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district.	

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture, and performance of the district.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes district shortcomings and accomplishments. <input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. <input type="checkbox"/> When possible, collaborates with principals to establish criteria for evaluating programs and performance. <input type="checkbox"/> Uses shortcomings as opportunities to improve. <input type="checkbox"/> Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings. 	
c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.				
<ul style="list-style-type: none"> <input type="checkbox"/> Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district. <input type="checkbox"/> Understands the value of efficacy among district staff in promoting district goals. <input type="checkbox"/> Establishes an environment of trust among staff. <input type="checkbox"/> Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an environment of trust among staff, students, parents, and the community at large. <input type="checkbox"/> Communicates a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
Comments: 				

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Climate survey data <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Teacher retention data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Awards structures developed by the district and schools <input type="checkbox"/> Community support of the district
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Standard 4: Human Resource Leadership—Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

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

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

b. Recruiting, Hiring, Placing, and Mentoring Staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

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

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. <input type="checkbox"/> Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System. <input type="checkbox"/> Establishes procedures to assure that multiple assessments are used to evaluate staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members. 	

Comments:

Suggested Data and Documents:

- Student performance data
- District strategic plan
- NC Teacher Working Conditions Survey results
- Number of teachers with National Board Certification and graduate/advanced level licensure
- Teacher; school executive; and staff diversity, recruitment, and retention data
- Record of professional development provided staff and an assessment of the impact of professional development on student learning

- Leadership development plan
- Copies of professional growth plans for school executives
- District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets, and other resources, to meet the individual needs of each student
- District leadership succession plan

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

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

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

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district. <input type="checkbox"/> Understands that conflict is a part of shared human endeavor. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input type="checkbox"/> Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Allows others to express views that are contrary to her or his own views in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues. <input type="checkbox"/> Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	
c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates necessary information to relevant district staff members. <input type="checkbox"/> Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assures that district staff and stakeholder groups receive and exchange information in a timely manner. <input type="checkbox"/> Uses a variety of media to communicate with principals and other stakeholder groups. <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of media to communicate with all members of the community. <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of district goals and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. <input type="checkbox"/> Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. <input type="checkbox"/> Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	

d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules, and procedures for students and staff.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.	... and Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring: <ul style="list-style-type: none"> <input type="checkbox"/> Effective and efficient operations including management, business procedures, and scheduling. <input type="checkbox"/> The health and safety of students and staff including physical and emotional well-being. <input type="checkbox"/> The security of all sensitive and confidential data. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. <input type="checkbox"/> Implements innovative approaches to increase the effectiveness and efficiency of district operations; improve the health, safety, and emotional well-being of students and staff; and ensure the security of all sensitive and confidential data. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the impact of district rules and procedures on safety, security, and well-being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions. 	
Comments: 				
Suggested Data and Documents: <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community 		<ul style="list-style-type: none"> <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community emergency response plan 		

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

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

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

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

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

Comments:

Suggested Data and Documents:

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

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

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

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

Comments:

Suggested Data and Documents:

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

Superintendent Summary Evaluation Worksheet

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

Name of superintendent: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

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

1. **Individual school board member ratings:** Each school board member should record his or her rating of the superintendent's performance on individual descriptors. The overall rating is the middle rating of all of the element ratings for each standard.

2. **Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions on pages 6-7. The median score for each rating should be determined and recorded in the table below.

Std.	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
1						Proficient
2						Accomplished
3						Proficient
4						Developing
5						Accomplished
6						Accomplished
7						Proficient
Overall						Proficient

3. Determine the Overall Rating for Each Standard: The Overall Rating is determined by locating the middle rating of the seven standards ratings. Record that score in the table.

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____

North Carolina Superintendent Goal-Setting Form

Name: _____ School year: _____

District: _____

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

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

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____

Sample Completed Rubric for Evaluating North Carolina Superintendents

<p>Standard 1: Strategic Leadership—Superintendents create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.</p>				
<p>a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs, and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Develops and communicates a personal vision of a 21st century school district. ✓ Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century. ✓ Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. ✓ Effectively communicates district improvement plan to principals. ✓ Uses multiple sources of data (e.g., student performance data, data from the North Carolina Teacher Working Conditions Survey) to develop goals and objectives and facilitate needed changes for improvement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Facilitates the development and implementation of a district strategic plan aligned to the district's mission, local priorities, and to the mission and goals of the North Carolina State Board of Education. ✓ Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district's mission and vision. <p>Creates processes and procedures for developing, implementing, and maintaining the district's strategic plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure the periodic review and update of the district's vision, mission, and strategic goals. ✓ Drive decisions and reflect the culture of the district. ✓ Establish clear priorities among the district's instructional goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Ensures that the district's strategic plan is implemented as intended by its developers. ✓ Develops relationships within and beyond the school community that ensure understanding and appreciation of the district's vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. ✓ Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Leads in such a way that the district's strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. ✓ Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district's strategic plan and ensures that changes to the plan are made based on such information. <input type="checkbox"/> Establishes a rigorous and systematic approach to update or rewrite the district's vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule. 	

b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.

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

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision making throughout the district.

<ul style="list-style-type: none"> ✓ Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. ✓ Understands the culture of leadership in the district. ✓ Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Implements structures to distribute leadership and decision making among staff members throughout the district. ✓ Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. ✓ Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Implements structures to distribute leadership and decision making in ways that include a wide range of stakeholders including parents and community members. ✓ Creates policies, procedures, and processes that support distributed leadership. <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	
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Comments:

Suggested Data and Documents:

<input type="checkbox"/> District strategic plan	<input type="checkbox"/> Staff can articulate the district's direction and focus
<input type="checkbox"/> School improvement plans are implemented, assessed, and modified	<input type="checkbox"/> Student performance data
<input type="checkbox"/> Effectively functioning, elected school improvement teams	<input type="checkbox"/> Student achievement and testing data
<input type="checkbox"/> Superintendent's performance plan aligned with state and local strategic priorities and objectives	

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

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

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

Comments:

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plan <input type="checkbox"/> Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey) <input type="checkbox"/> Student performance goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Use of formative assessment to impact instruction <input type="checkbox"/> District instructional evaluation program
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Standard 3: Cultural Leadership—Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “re-culture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

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

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

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture, and performance of the district.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Recognizes district shortcomings and accomplishments. ✓ Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. ✓ When possible, collaborates with principals to establish criteria for evaluating programs and performance. ✓ Uses shortcomings as opportunities to improve. ✓ Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings. 	
c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.				
<ul style="list-style-type: none"> ✓ Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district. ✓ Understands the value of efficacy among district staff in promoting district goals. ✓ Establishes an environment of trust among staff. ✓ Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Establishes an environment of trust among staff, students, parents, and the community at large. ✓ Communicates a belief in the ability of personnel to accomplish substantial outcomes. ✓ Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
Comments: 				

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Climate survey data <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Teacher retention data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Awards structures developed by the district and schools <input type="checkbox"/> Community support of the district
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Standard 4: Human Resource Leadership—Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

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

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

b. Recruiting, Hiring, Placing, and Mentoring Staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

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

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

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably. 	... and <ul style="list-style-type: none"> ✓ Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. ✓ Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System. ✓ Establishes procedures to assure that multiple assessments are used to evaluate staff. 	... and <ul style="list-style-type: none"> ✓ Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members. 	

Comments:

- Suggested Data and Documents:**
- Student performance data
 - District strategic plan
 - NC Teacher Working Conditions Survey results
 - Number of teachers with National Board Certification and graduate/advanced level licensure
 - Teacher, school executive, and staff diversity, recruitment, and retention data
 - Record of professional development provided staff and an assessment of the impact of professional development on student learning
 - Leadership development plan
 - Copies of professional growth plans for school executives
 - District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets, and other resources, to meet the individual needs of each student
 - District leadership succession plan

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

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

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

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Demonstrates awareness of potential problems and/or areas of conflict within the district. ✓ Understands that conflict is a part of shared human endeavor. ✓ Articulates knowledge of strategies for constructively engaging conflict. ✓ Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. ✓ Allows others to express views that are contrary to her or his own views in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Discusses with staff and implements solutions to address potentially discordant issues. ✓ Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	
c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.				
<ul style="list-style-type: none"> ✓ Communicates necessary information to relevant district staff members. ✓ Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Assures that district staff and stakeholder groups receive and exchange information in a timely manner. ✓ Uses a variety of media to communicate with principals and other stakeholder groups. ✓ Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Uses a variety of media to communicate with all members of the community. ✓ Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. ✓ Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. ✓ Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	

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

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

Comments:

Suggested Data and Documents:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community | <ul style="list-style-type: none"> <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community emergency response plan |
|--|---|

<p>Standard 6: External Development Leadership—A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.</p>				
<p>a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Identifies groups and potential partners within the community. ✓ Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. ✓ Interacts with parents and community groups that have a critical role in developing support for the school district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement. ✓ Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. ✓ Creates opportunities for both staff involvement in the community and community involvement in the schools. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). ✓ Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. ✓ Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. ✓ Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan. 	

b. Federal, State, and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Defines, understands, and communicates the impact of legal issues affecting public education. ✓ Prepares and recommends district policies in compliance with local, state, and federal requirements. ✓ Utilizes legal systems to protect the rights of students and staff. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Designs protocols and processes that ensure compliance with federal, state, and district mandates. ✓ Facilitates the implementation of state education policy. ✓ Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance. ✓ Applies laws, policies, and procedures fairly, wisely, and considerately. ✓ Utilizes legal systems to improve learning opportunities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. ✓ Guides the development of district goals and initiatives directed at improving student achievement. ✓ Develops in principals and other district staff the capacity to comply with local, state, and federal mandates. ✓ Holds principals and other staff accountable for compliance with local, state, and federal mandates. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> Minutes from school board meetings <input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Business partnerships and projects involving business partners <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities 				
<ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school and district accomplishment in various forms of public media <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Student enrollment data for community college and university courses 				

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

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

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

Comments:

Suggested Data and Documents:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making | <ul style="list-style-type: none"> <input type="checkbox"/> Outreach efforts <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Superintendent’s performance goals |
|---|--|

Sample Completed Superintendent Summary Evaluation Worksheet

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

Name of superintendent: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

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

1. Individual school board member ratings: Each school board member should record his or her rating of the superintendent's performance on individual descriptors. The overall rating is the middle rating of all of the element ratings for each standard. For example, in the ratings illustrated above, for Standard 1, the three elements were rated "Developing," "Proficient," and "Accomplished." The middle rating in this example is "Proficient," so the final rating of the superintendent's performance on Standard 1 for this school board member is "Proficient."

2. **Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions on pages 6–8. The median score for each rating should be determined and recorded in the table below.

Std.	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
1	1		4	2		Proficient
2	1			4	2	Accomplished
3	2		5			Proficient
4	1	3	3			Developing
5	1	2		3	1	Accomplished
6			3	1	3	Accomplished
7	1		5		1	Proficient
Overall						Proficient

3. **Determine the Overall Rating for Each Standard:** The Overall Rating is determined by locating the middle rating of the seven standards ratings. Record that score in the table. In the example above, the median is “Proficient.” This was determined by arranging the median scores for the standards from lowest to highest and finding the score in the middle. When the median scores in Figure 3 are arranged from lowest to highest, they look like this:

- Developing (Standard 4)
- Proficient (Standard 1)
- Proficient (Standard 3)
- Proficient (Standard 7)**
- Accomplished (Standard 2)
- Accomplished (Standard 5)
- Accomplished (Standard 6)

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____

Sample Completed North Carolina Superintendent Goal-Setting Form

Name: _____ School year: _____

District: _____

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

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
1. Strategic Leadership	District strategic plan	Develop and implement a process for routinely updating the district's strategic plan	Convene strategic planning steering committee Align update process with key benchmarks in the plan Gain steering committee consensus on the process Obtain board approval of the process	Routine update of the district's strategic plan on a regular, agreed upon schedule	End of next school year
2. Instructional Leadership					
3. Cultural Leadership					
4. Human Resource Leadership	Teacher and staff evaluation	Hold principals and other district leaders accountable for implementing the North Carolina Educator Evaluation System			Beginning of next school year
5. Managerial Leadership	School resources and budget	Use value-added assessment to improve the relevancy and impact of resource allocation and use			End of next school year
6. External Development Leadership					
7. Micro-political Leadership	Superintendent micro-political leadership	Work with the board to define the roles and responsibilities of the superintendent and board in order to enhance a positive working relationship		Roles and responsibilities of board and superintendent are clearly defined	End of next school year

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____

Appendix A: Glossary

1. **Data**—Factual information used as the basis for reasoning, discussion, or planning.
2. **Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
3. **North Carolina Superintendent Evaluation Rubric**—A composite matrix of the standards, elements, and descriptors of the North Carolina Standards for Superintendents.
4. **Performance goals**—Goals for improvement in professional practice based on the self-assessment and/or evaluator recommendation.
5. **Performance Rating Scale**—The following rating scale will be used for evaluating superintendent members:
 - **Developing:** Superintendent demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - **Proficient:** Superintendent demonstrated basic competence on standard(s) of performance.
 - **Accomplished:** Superintendent exceeded basic competence on standard(s) for performance most of the time.
 - **Distinguished:** Superintendent consistently and significantly exceeded basic competence on standards of performance.
 - **Not Demonstrated:** Superintendent did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.
6. **Research-based practice**—Education practice that is backed by rigorous evidence of effectiveness.
7. **Self-assessment**—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others.
8. **Summary Evaluation Form**—A composite assessment of the school executive’s performance based on the evaluation rubric and supporting evidence.

Appendix B: North Carolina Standards for Superintendents

North Carolina Standards for Superintendents

*As Approved by the State Board of Education
September 6, 2007*

A 21st Century Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader – an executive instead of an administrator. Like their executive colleagues in business, government, or health and human services, superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance. School systems need chief executive officers, supported by local boards of education, who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children. Out of these relationships the superintendent must create a common shared understanding of the purpose of the work of the schools and school district and commitment to and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the district's identity empowers them to seek and build powerful alliances and partnerships with students, parents, and community stakeholders in order to enhance their ability to produce improved student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers and others; communication is honest and open; there is focus on the use of data, teamwork, and research-based best practices; and modern tools are used to drive ethical, principled, and goal-oriented action. This culture of disciplined thought is rooted in the ability of the superintendent to build a trusting, transparent environment for all stakeholders.

Philosophical Foundations of the Standards

The standards are predicated on the following beliefs:

- ⌘ Today's schools must have proactive leaders who possess a great sense of urgency to ensure that every student graduates from high school prepared for life in the 21st Century.
- ⌘ The primary goal of school district leadership is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing.
- ⌘ The moral purpose of school district leadership is to create schools in which all students learn, where the gaps between high and low performance are greatly diminished, and where what students learn prepares them for success in their futures.
- ⌘ Leadership is neither a position nor a person. It is a collection of practices that must be embedded in all job roles at all levels of schools and the school district.
- ⌘ The work of school district leadership is with, for, and through people. Leadership is a social act, in which people are the medium of change.
- ⌘ School district leadership does not require doing all tasks by oneself, but it does require creating systems and processes where all tasks can be accomplished at high levels of proficiency.
- ⌘ School district leadership depends on the superintendent's ability to select and develop a senior-level executive staff whose complementary strengths promote excellence in all seven standards for executive leadership described in this document.
- ⌘ Leadership is extremely complex and systemic in nature. Isolating parts misses the power of holistic thinking. Leadership requires not only knowing what to do, but knowing why to do it, how to do it, and when to do it as well.
- ⌘ Within a school district, there are nested leadership systems (e.g., local boards of education, central office, schools, classrooms, etc.). To be successful, the superintendent must ensure these systems are aligned and are mutually supportive of one another.
- ⌘ Superintendents bring themselves to the practices of executive leadership. Matching the context of school district leadership with the leadership character of the superintendent is important to the mutual success of both.

Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent's development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, "How can one person possess all of these?" The answer is: One person cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

In addition, these standards will serve other audiences and purposes. These standards will:

- ⌘ Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- ⌘ Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- ⌘ Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- ⌘ Serve as a tool in developing executive coaching and mentoring programs for senior-level executives.

Organization of the Standards

Each standard is formatted as follows:

- ⌘ **Standard:** The standard is the broad category of the executive's knowledge and skills.
- ⌘ **Summary:** The summary more fully describes the content and rationale of each Standard.
- ⌘ **Practices:** The practices are statements of what one would see an effective executive doing in each Standard. The lists of practices are not meant to be exhaustive.

- ⌘ **Artifacts:** The artifacts are examples of evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- ⌘ **Competencies:** Although not articulated, there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as a framework for the North Carolina Superintendent Standards are aligned with the seven standards for school executives adopted by the NC State Board of Education in 2006. The school executive standards are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). Additionally, the seven standards for superintendents reflect the 2006 work of McREL (Mid-continent Research for Education and Learning), *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*.

North Carolina's Standards for Superintendents are interrelated and connect in the practices of superintendents and other senior-level executives. They are not intended to isolate competencies or practices. Superintendents' abilities in meeting the demands in any given standard impact their abilities to perform effectively in other challenges articulated in other standards. For example, a superintendent's effectiveness in developing and evaluating staff directly impacts the organization's ability to reach its goals and also impacts the development of cultural norms in the district. While superintendents may not actually have to do all of the work contained in all seven standards, they are responsible for ensuring that all areas have effective leadership.

Professional Learning Communities

As used throughout this document, the term professional learning communities (PLCs) describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Standard 1: Strategic Leadership

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

Practices: The superintendent practices effective strategic leadership when he or she:

- ⌘ Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century that schools are preparing children to enter;
- ⌘ Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- ⌘ Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- ⌘ Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- ⌘ Is a driving force behind major initiatives that help students acquire 21st Century skills;
- ⌘ Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- ⌘ Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- ⌘ Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- ⌘ Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- ⌘ Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- ⌘ Facilitates the implementation of state education policy;
- ⌘ Facilitates the setting of high, concrete goals and the expectations that all students meet them;

- ⌘ Monitors progress in meeting district goals;
- ⌘ Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- ⌘ Creates processes to distribute leadership throughout the district.

Artifacts:

- ⌘ District strategic plan
- ⌘ School Improvement Plans are implemented, assessed and modified
- ⌘ Effectively functioning, elected School Improvement Teams
- ⌘ Superintendent's performance plan aligned with state and local strategic priorities and objectives
- ⌘ Staff can articulate the district's direction and focus
- ⌘ Student performance data

Standard 2: Instructional Leadership

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

Practices: The superintendent practices effective instructional leadership when he or she:

- ⌘ Leads with a clear, high-profile focus on learning and teaching oriented towards high expectations and concrete goals;
- ⌘ Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- ⌘ Establishes effectively functioning professional learning communities;
- ⌘ Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- ⌘ Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and assessment, and the state accountability program;
- ⌘ Establishes clear priorities among the district's instructional goals and objectives;
- ⌘ Creates processes for using student test data and formative data from other sources for the improvement of instruction;

- ☒ Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;
- ☒ Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for meeting diverse student needs;
- ☒ Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- ☒ Creates processes to provide formal feedback to school executives concerning the effectiveness of their instructional leadership;
- ☒ Monitors student achievement through feedback from the instructional evaluation program;
- ☒ Ensures that instructional time is valued and protected;
- ☒ Provides professional development for school executives in the area of instructional leadership.

Artifacts:

- ☒ District strategic plans
- ☒ School Improvement Plans
- ☒ Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)
- ☒ Student performance goals
- ☒ Student performance data
- ☒ Use of formative assessment to impact instruction
- ☒ District instructional evaluation program

Standard 3: Cultural Leadership

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

Practices: The superintendent practices effective cultural leadership when he or she:

- ☒ Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- ☒ Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;

- ☒ Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm;
- ☒ Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- ☒ Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- ☒ Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- ☒ Creates opportunities for both staff involvement in the community and community involvement in the schools;
- ☒ Creates an environment in which diversity is valued and is promoted.

Artifacts:

- ☒ Climate Survey Data
- ☒ NC Teacher Working Conditions Survey results
- ☒ Teacher retention data
- ☒ Student performance data
- ☒ Awards structures developed by the district and schools
- ☒ Community support of the district

Standard 4: Human Resource Leadership

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

Practices: The superintendent practices effective human resource leadership when he or she

- ☒ Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- ☒ Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- ☒ Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- ☒ Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- ☒ Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- ☒ Creates processes for educators to assume leadership and decision-making roles;

- ⌘ Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- ⌘ Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- ⌘ Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- ⌘ Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- ⌘ Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- ⌘ Identifies strategic positions in the district and has a succession plan for each key position.

Artifacts:	
⌘	Student performance data
⌘	District strategic plan
⌘	NC Teacher Working Conditions Survey results
⌘	Number of teachers with National Board Certification and graduate/advanced level licensure
⌘	Teacher, school executive, and staff diversity, recruitment, and retention data
⌘	Record of professional development provided staff and an assessment of the impact of professional development on student learning
⌘	Leadership development plan
⌘	Copies of professional growth plans for school executives
⌘	District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
⌘	District/leadership succession plan

Standard 5: Managerial Leadership

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

Practices: The superintendent practices effective managerial leadership when he or she

- ⌘ Applies and assesses current technologies for management, business procedures, and scheduling;

- ⌘ Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- ⌘ Identifies and plans for facility needs;
- ⌘ Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- ⌘ Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- ⌘ Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- ⌘ Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- ⌘ Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- ⌘ Creates processes for the storage, security, privacy, and integrity of data;
- ⌘ Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- ⌘ Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

Artifacts:	
⌘	District strategic plan
⌘	External reviews and audits (e.g., budget, child nutrition, transportation)
⌘	Copies of district procedures and publications (e.g. student handbooks, discipline policies, safety procedures)
⌘	Communication of safety procedures and behavioral expectations throughout the school community
⌘	NC Teacher Working Conditions Survey results
⌘	District and school safety and crisis plans
⌘	Community Emergency Response Plan

Standard 6: External Development Leadership

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

Practices: The superintendent practices effective external development leadership when he or she:

- ⌘ Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;
- ⌘ Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- ⌘ Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- ⌘ Designs protocols and processes that ensure compliance with federal, state and district mandates;
- ⌘ Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- ⌘ Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- ⌘ Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- ⌘ Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

Artifacts:

- ⌘ District strategic plan
- ⌘ Minutes from school board meetings
- ⌘ Survey results from parents and other community leaders
- ⌘ Business partnerships and projects involving business partners
- ⌘ Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- ⌘ Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- ⌘ Accounts of school and district accomplishments in various forms of public media
- ⌘ Newsletters and other public engagement documents designed to strengthen connections to the community
- ⌘ Membership and participation with community organizations
- ⌘ Community college/university partnerships, collaborative projects, and professional development initiatives;
- ⌘ Student enrollment data for community college and university courses

Standard 7: Micropolitical Leadership

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

Practices: The superintendent practices effective micropolitical leadership when he or she:

- ⌘ Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- ⌘ Defines and understands the internal and external political systems and their impact on the educational organization;
- ⌘ Defines, understands, and communicates the impact of legal issues affecting public education;
- ⌘ Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- ⌘ Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;
- ⌘ Applies laws, policies and procedures fairly, wisely, and considerately;
- ⌘ Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- ⌘ Accesses local, state and national political systems to provide input on critical educational issues.

Artifacts:

- ⌘ Parent, community and staff survey data
- ⌘ Teacher, School Executive, and Staff retention data
- ⌘ Ability to confront conflict and build consensus
- ⌘ Shared decision-making
- ⌘ Outreach efforts
- ⌘ School Board policies
- ⌘ Minutes and reports
- ⌘ Superintendent's Performance Goals

Competencies

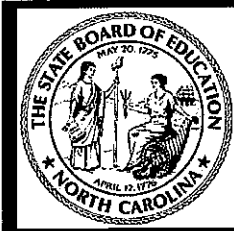
A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply "knowing" content; experiential knowledge is the knowledge one gains from understanding – it is recognizing the when and why. Skills bring structure to experiential knowledge. It is when one can put their

accumulated knowledge into a series of steps that, if followed, will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The superintendent may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but also can effectively and efficiently execute them. Although the superintendent may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all superintendents to possess to ensure their success. For example, the competency “*conflict management*” is important in Micropolitical Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of superintendents.

- ⌘ **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve district objectives.
- ⌘ **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- ⌘ **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- ⌘ **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- ⌘ **Customer Focus** – Understands the stakeholders as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- ⌘ **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the district.
- ⌘ **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- ⌘ **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the district’s communities.
- ⌘ **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- ⌘ **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students need to be successful in this economy.
- ⌘ **Judgment** – Effectively reaches logical conclusions and makes high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- ⌘ **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- ⌘ **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- ⌘ **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.
- ⌘ **Responsiveness** – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- ⌘ **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- ⌘ **Sensitivity** – Effectively perceives the needs and concerns of others. Deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.
- ⌘ **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the district.
- ⌘ **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- ⌘ **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. Runs effective meetings.
- ⌘ **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.



FUTURE-READY STUDENTS For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

NC public schools will produce globally competitive students.

- ⌘ Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- ⌘ Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- ⌘ Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- ⌘ Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- ⌘ Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

NC public schools will be led by 21st Century professionals.

- ⌘ Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- ⌘ Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- ⌘ Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- ⌘ Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- ⌘ Every educational professional uses data to inform decision.

NC public school students will be healthy and responsible.

- ⌘ Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.

- ⌘ Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- ⌘ Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- ⌘ Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- ⌘ Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Leadership will guide innovation in NC public schools.

- ⌘ School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- ⌘ School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- ⌘ Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- ⌘ The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students

NC public schools will be governed and supported by 21st Century systems.

- ⌘ Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.
- ⌘ Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- ⌘ Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- ⌘ Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.