

# Culpeper County Public Schools

## Superintendent's Performance Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** One of the primary responsibilities of the School Board is the assurance of effective administrative leadership for the school division. This assurance can best be achieved through the careful selection and evaluation of the superintendent. The purpose of the evaluation process is to provide both the superintendent and the Board with information which can be used to improve the effectiveness of the chief administrator and thereby improve the quality of the school division.

The Board is expected to provide the superintendent with continual, informal performance assessments through their regular communications.

The results of the evaluation shall be used by the superintendent to identify and nurture strengths and to provide specific direction for improving performance. The Board shall use the results of the evaluation to improve communications, to clarify roles and expectations, to recognize excellence, to establish documentation for continued contract and compensation decisions, and to assist in its own self-evaluation.

The Virginia Department of Education created *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents to provide guidance for this process*. These guidelines set forth seven performance standards for all Virginia superintendents.

The *Code of Virginia* requires that school boards' procedures for evaluating superintendents address student academic progress; how this requirement is met is the responsibility of local school boards. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents* recommend that each superintendent receive a summative evaluation rating, and that the rating be determined by weighting the first six standards equally at 10 percent each, and that the seventh standard, Student Academic Progress, account for 40 percent of the summative evaluation. This recommended calculation is defined on the Rating Scale page and calculated on the last page with the Comments and/or Recommendations.

- Process:**
- 1 The School Board Administration Committee Chair shall supervise the evaluation process.
  - 2 The School Board Administration Committee Chair shall distribute the evaluation instrument, which has been approved by the Superintendent and the School Board, to each member of the Board.
  - 3 Each School Board member, including the School Board Administration Chair, shall complete and submit the evaluation instrument to the Administration Committee Chair by a designated date. The School Board Administration Committee shall compile a summary of these results.
  - 4 The School Board Chair shall schedule a closed session of all School Board members without the Superintendent to discuss the summary, reach a consensus, and prepare the final evaluation. The School Board Chair shall be responsible for executing the preparation of the final evaluation and schedule a meeting with the Superintendent.
  - 5 Once the School Board Chair and the Superintendent have signed the final evaluation, the School Board Chair shall keep one copy of the final evaluation in a confidential file and the original shall be kept in the Superintendent's personnel file in the central office.
  - 6 The evaluation process should be completed before the end of June of the respective year.

Rating Scale

*Example Performance Standard Evaluation*

Performance Standard Description - Rate each indicator under the major performance area with an X.	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
Indicator 1.1						X					
Indicator 1.2								X			
Indicator 1.3										X	
Value							6		8		9

School Board Chair Use Only  
 Total \_\_\_\_\_ 23  
 Overall Performance Total  
 Total Overall Performance/3 (actual # of items evaluated) 7.7  
*(do not include items not observed)*

*Example Cumulative Summative Rating*

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1 Average	Exemplary	8.5	0.1	0.85
Standard 2 Average	Satisfactory	5.2	0.1	0.52
Standard 3 Average	Good	8.2	0.1	0.82
Standard 4 Average	Needs Improvement	4.4	0.1	0.44
Standard 5 Average	Good	7.8	0.1	0.78
Standard 6 Average	Exemplary	9.5	0.1	0.95
Standard 7 Average	Exemplary	8.8	0.4	3.52
<b>Cumulative Summative Rating</b>				<b>7.9</b>

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Performance Standard 1: Mission, Vision, and Goals	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.											
1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.											
1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.											
1.3 Keeps the school board informed on needs and issues confronting school division employees and students.											
1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.											
1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.											
1.6 Oversees the administration of the school division's day-to-day operations.											
1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.											
1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.											
1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.											
<b>Strengths</b>											
<b>Goals</b>											

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 Total \_\_\_\_\_  
 Average \_\_\_\_\_



**Culpeper County Public Schools**

Performance Standard 3: Instructional Leadership The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.											
3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.											
3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.											
3.4 Assesses factors affecting student achievement and directs change for needed improvements.											
3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.											
3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.											
3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.											
3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.											
3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.											

**Strengths**

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**Goals**

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School Board Chair Use Only

Total \_\_\_\_\_  
Average \_\_\_\_\_

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Performance Standard 4: Organizational Leadership and Safety The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
4.1 Identifies, analyzes, and resolves problems using problem-solving techniques.											
4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.											
4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.											
4.4 Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.											
4.5 Demonstrates organizational skills to achieve school, community, and division goals.											
4.6 Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.											
4.7 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.											
4.8 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.											
4.9 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.											
4.10 Analyzes short and long-term financial needs of the school system. Prepares and interprets the budget for adoption.											
4.11 Administers budget and provides controls of account of expenses.											

**Strengths**

**Goals**

Performance Standard 5: Communication and Community Relations The superintendent fosters the success of all students through effective communication with stakeholders.	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
5.1 Models and promotes effective communication and interpersonal relations within the school division.											
5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.											
5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.											
5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.											
5.5 Demonstrates the skills necessary to build community support for division goals and priorities.											
5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.											
5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.											
5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.											

**Strengths**

**Goals**

School Board Chair Use Only

Total \_\_\_\_\_  
Average \_\_\_\_\_

Performance Standard 6: Professionalism	Not Observed	Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10
The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.											
6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.											
6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.											
6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.											
6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.											
6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.											
6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.											
6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.											
6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.											
6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.											

**Strengths**

**Goals**



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Performance Standard 7: Divisionwide Student Academic Progress	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	Not Observed		Unacceptable		Needs Improvement		Satisfactory		Good		Exemplary	
		1	2	3	4	5	6	7	8	9	10		
7.1	Develops, implements, monitors, and updates division action plans that result in increased student academic progress.												
7.2	Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.												
7.3	Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.												
7.4	Collaborates with division staff to monitor and improve multiple measures of student progress.												
7.5	Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.												
7.6	Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.												
7.7	Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.												
7.8	Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.												
7.9	Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.												

**Strengths**

**Goals**

School Board Chair Use Only

Total \_\_\_\_\_  
Average \_\_\_\_\_

