

It is the responsibility of the Transylvania County Board of Education (the “board”) to maintain and improve the quality of the administrative leadership of the school system. A primary method used to carry out this responsibility is to assist the superintendent in improving his or her effectiveness. To this end, the board shall annually evaluate the superintendent against the performance standards described below. The board may use the evaluation process and guidelines established by the State Board of Education, including the *Rubric for Evaluating North Carolina Superintendents*, or such other processes and evaluation tools as the board chooses. Except in extraordinary circumstances, every board member shall be involved in the evaluation.

A. SUMMARY OF PERFORMANCE STANDARDS

The board sets for the superintendent the following standards as established by the State Board.

1. Strategic Leadership

The superintendent shall continually reevaluate and adjust, as necessary, expectations, processes, and plans in an effort to help every student graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. The superintendent shall promote a climate of inquiry that challenges the community to build on the school system’s core values and beliefs about the preferred future and develop a pathway to reach it.

2. Instructional Leadership

The superintendent shall set high standards for instruction and shall create professional learning communities that result in highly engaging instruction and improved student learning. The superintendent shall set specific achievement targets for schools and students and then require the consistent use of research-based instructional strategies to reach the targets.

3. Cultural Leadership

The superintendent shall recognize the effect a school system’s culture has on school performance. The superintendent shall gain an understanding of the people in the school system and community, their history, and their traditions and motivate them to actively support the school system’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the school system and community, the superintendent shall “reculture” the school system, if necessary, to improve learning and infuse the work of the adults and students with passion, meaning, and purpose.

4. Human Resource Leadership

The superintendent shall create within the school system a professional learning community with processes and systems in place that provide for the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. The superintendent shall use distributed leadership to support learning and teaching, plan professional development, and engage in school system leadership succession planning.

5. Managerial Leadership

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

6. External Development Leadership

The superintendent, in concert with the local board, shall design structures and processes that result in broad community engagement with, support for, and ownership of the school system vision. Acknowledging that strong schools build strong communities, the superintendent shall proactively create opportunities for parents, community members, government leaders, and business representatives to invest resources, assistance, and good will in the school system.

7. Micropolitical Leadership

The superintendent shall promote successful teaching and learning by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural contexts. The superintendent shall bring his or her knowledge to the board and work with the board to define mutual expectations, policies, and goals for the success of the school system.

The board may also provide the superintendent with additional specific standards, expectations, goals, and objectives.

B. EVALUATION PROCESS

Each year, the superintendent must conduct a self-assessment of his or her own performance needs using the *Rubric for Evaluating North Carolina Superintendents* or

another instrument selected by the board. This self-assessment will become the basis for setting preliminary goals for the upcoming school year.

The superintendent shall then meet with the board and share the results of the self-assessment and his or her plans for the next school year. Such plans should address areas that need improvement as well as areas of strength that should be expanded and enhanced. At this meeting, the superintendent and the board will establish the conditions of the annual evaluation, including (1) the scope and timeline of the evaluation; (2) the goals and other performance expectations of the board; (3) the evidence and documentation necessary to demonstrate the expected level of performance; (4) the potential consequences of poor performance; and (5) the potential benefits of exemplary performance. The superintendent may develop, suggest, or submit additional goals or initiatives for consideration by the board.

In preparation for the evaluation, the superintendent shall collect, analyze, and synthesize the evidence and documentation needed to demonstrate his or her performance throughout the year. This information will be provided to the board at least 30 days before the date of the annual evaluation.

Board members will independently rate the superintendent's performance using the *Rubric for Evaluating North Carolina Superintendents* or another instrument selected by the board. They will then meet to discuss their individual ratings and agree upon a single rating for each standard and each element associated with the standard. The board will make every effort to achieve consensus on the superintendent's ratings.

The superintendent and the board will meet to discuss the superintendent's self-assessment and the board's evaluation of the superintendent. 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.

Legal References: G.S. 115C-47, -271, -333(f); *North Carolina Superintendent Evaluation Process* (North Carolina Department of Public Instruction, September 2, 2010), available at <http://www.dpi.state.nc.us/docs/effectiveness-model/ncees/instruments/super-eval-manual.pdf>

Cross References: Board and Superintendent Relations (policy 2010), Superintendent Contract (policy 7420)

Adopted: April 18, 2016