

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

10 **A. SUMMARY OF PERFORMANCE STANDARDS**

11 The board sets for the superintendent the following standards as established by the State
12 Board.
13

14 **1. Strategic Leadership**

15
16 The superintendent shall continually reevaluate and adjust, as necessary,
17 expectations, processes, and plans in an effort to help every student graduate from
18 high school, globally competitive for work and postsecondary education and
19 prepared for life in the 21st century. The superintendent shall promote a climate
20 of inquiry that challenges the community to build on the school system’s core
21 values and beliefs about the preferred future and develop a pathway to reach it.
22
23

24 **2. Instructional Leadership**

25
26 The superintendent shall set high standards for instruction and shall create
27 professional learning communities that result in highly engaging instruction and
28 improved student learning. The superintendent shall set specific achievement
29 targets for schools and students and then require the consistent use of research-
30 based instructional strategies to reach the targets.
31
32

33 **3. Cultural Leadership**

34
35 The superintendent shall recognize the effect a school system’s culture has on
36 school performance. The superintendent shall gain an understanding of the
37 people in the school system and community, their history, and their traditions and
38 motivate them to actively support the school system’s efforts to achieve
39 individual and collective goals. While supporting and valuing the history,
40 traditions, and norms of the school system and community, the superintendent
41 shall “reculture” the school system, if necessary, to improve learning and infuse
42 the work of the adults and students with passion, meaning, and purpose.
43

44 **4. Human Resource Leadership**

45
46 The superintendent shall create within the school system a professional learning
47 community with processes and systems in place that provide for the recruitment,
48 induction, support, evaluation, development, and retention of a high-performing,
49 diverse staff. The superintendent shall use distributed leadership to support
50 learning and teaching, plan professional development, and engage in school
51 system leadership succession planning.
52

53 **5. Managerial Leadership**

54
55 The superintendent shall ensure that the school system has processes and systems
56 in place for budgeting, staffing, problem solving, communicating expectations,
57 and scheduling that organize the work of the school system and give priority to
58 student learning and safety. The superintendent must solicit operating and capital
59 resources, monitor their use, and assure the inclusion of all stakeholders in
60 decisions about resources so as to meet the 21st century needs of the school
61 system.
62

63 **6. External Development Leadership**

64
65 The superintendent, in concert with the local board, shall design structures and
66 processes that result in broad community engagement with, support for, and
67 ownership of the school system vision. Acknowledging that strong schools build
68 strong communities, the superintendent shall proactively create opportunities for
69 parents, community members, government leaders, and business representatives
70 to invest resources, assistance, and good will in the school system.
71

72 **7. Micropolitical Leadership**

73
74 The superintendent shall promote successful teaching and learning by
75 understanding, responding to, and influencing the larger political, social,
76 economic, legal, ethical, and cultural contexts. The superintendent shall bring his
77 or her knowledge to the board and work with the board to define mutual
78 expectations, policies, and goals for the success of the school system.
79

80 The board may also provide the superintendent with additional specific standards,
81 expectations, goals, and objectives.
82

83 **B. EVALUATION PROCESS**

84
85 Each year, the superintendent must conduct a self-assessment of his or her own
86 performance needs using the *Rubric for Evaluating North Carolina Superintendents* or
87 another instrument selected by the board. This self-assessment will become the basis for
88 setting preliminary goals for the upcoming school year.

89
90 The superintendent shall then meet with the board and share the results of the self-
91 assessment and his or her plans for the next school year. Such plans should address areas
92 that need improvement as well as areas of strength that should be expanded and
93 enhanced. At this meeting, the superintendent and the board will establish the conditions
94 of the annual evaluation, including (1) the scope and timeline of the evaluation; (2) the
95 goals and other performance expectations of the board; (3) the evidence and
96 documentation necessary to demonstrate the expected level of performance; (4) the
97 potential consequences of poor performance; and (5) the potential benefits of exemplary
98 performance. The superintendent may develop, suggest, or submit additional goals or
99 initiatives for consideration by the board.

100
101 In preparation for the evaluation, the superintendent shall collect, analyze, and synthesize
102 the evidence and documentation needed to demonstrate his or her performance
103 throughout the year. This information will be provided to the board at least 30 days
104 before the date of the annual evaluation.

105
106 Board members will independently rate the superintendent's performance using the
107 *Rubric for Evaluating North Carolina Superintendents* or another instrument selected by
108 the board. They will then meet to discuss their individual ratings and agree upon a single
109 rating for each standard and each element associated with the standard. The board will
110 make every effort to achieve consensus on the superintendent's ratings.

111
112 The superintendent and the board will meet to discuss the superintendent's self-
113 assessment and the board's evaluation of the superintendent. Should additional data or
114 documents need to be brought into the discussion, the board and superintendent will
115 agree on the information needed for the review and a timeline for providing it for the
116 board's consideration. At this meeting, the superintendent and the board will agree upon
117 performance goals and recommendations for the subsequent school year.

118
119 Legal References: G.S. 115C-47, -271, -333(f); *North Carolina Superintendent Evaluation*
120 *Process* (North Carolina Department of Public Instruction, September 2, 2010), available at
121 <http://www.dpi.state.nc.us/docs/effectiveness-model/ncees/instruments/super-eval-manual.pdf>

122
123 Cross References: Board and Superintendent Relations (policy 2010), Superintendent Contract
124 (policy 7420)

125
126 Adopted:
127
128
129