

259 **MODEL SUPERINTENDENT PERFORMANCE EVALUATION FORM**  
 260  
 261

262 **Directions:** Category I and Category II Components are required by statute. They must be completed. The other seven  
 263 categories are optional, as determined by the county board. In order to complete Category I and Category II components,  
 264 please place a checkmark in the box which best describes sentiment regarding the category items listed. In cases where it is  
 265 concluded a standard is not met, a written comment is required. Written comments may be provided for other responses as  
 266 well. NOTE: Any and all responses are based on individual interpretation.  
 267

268 \*

269 **SECTION II**  
 270 **REQUIRED COMPONENT:**  
 271  
 272

273 **Category 1: Success in improving student**  
 274 **achievement generally: *Works toward***  
 275 ***improving student achievement generally.***

276

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Demonstrates use of position to improve student achievement and learning in the school district through building an environment for high expectations and standards.				
B. Establishes programs, initiatives or efforts that inspire administrative team and faculty toward achieving higher professional standards that will lead to improving student achievement and learning in the school district.				

AFB

Category 1: Success in improving student achievement generally (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
C. Maintains programs for the health, safety and well-being of students that will enhance or improve student achievement.				
D. Demonstrates support for professional and service personnel staff development as it relates to enhancing student achievement.				
E. Initiates actions to address student learning needs, initiating actions to address and enhance student achievement.				
F. Participates with the administrative team and faculty in developing curriculum, instructional strategies, and improvements that will contribute to enhanced student achievement.				
G. Organizes a planned program for evaluation and improvement of curriculum and instructional strategies designed to enhance student achievement.				
H. Uses information about student performance, including various student assessment results, to continuously improve curriculum and instruction initiatives and efforts in district schools.				
I. Apprises the county board, in the manner and frequency prescribed by the board, concerning student achievement and learning in the district.				

<b>Category 1: Success in improving student achievement generally (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
J. Leads the board and others in celebrating student achievement.				

277

278

279

280

281

**REQUIRED COMPONENT:**

282

283

284

285

**Category 2: Success in improving student achievement specifically through the management and administration of low performing schools.**

286

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Works with principal, teachers, staff, and community to develop a strategic plan for the improvement of student achievement at low-performing schools.				
B. Develops strategies consistent with state law and W. Va. Board of Education policies, rules and regulations for addressing school leadership and faculty deficiencies that may contribute to lowered student performance.				

Category 2: Success in improving student achievement (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
C. Provides continuous evaluation of the effectiveness of the instructional program implementation and ensures that there is a continuous focus by staff, faculty and administrators on expectations for student growth and learning in low-achieving schools.				
D. Uses school performance data to allocate resources and establish county priorities for low-achieving schools.				
E. Reviews state/county student assessment results of low-performing schools with the county board, based on the manner and frequency prescribed by the county board.				

287  
288  
289  
290  
291

\*

**OPTIONAL CATEGORIES AND ITEMS**

292  
293

**Category 3: Community Relations**

	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
A. Evidences an appreciation of community diversity, by treating all people with respect, including county board critics and those who find fault with the administration, county schools or county educational policies and practices.				

<b>Category 3: Community Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Establishes appropriate means for school system staff, parents, and business/community leaders to provide input on school system matters including planning and problem-solving for the schools.				
C. Serves as a liaison with the community to resolve complaints or grievances, making recommendations to the county board regarding resolution of complaints that cannot be solved at the administrative levels.				
D. Monitors operations of the district's Local School Improvement Councils to ensure compliance with applicable statutes and W. Va. Board of Education regulations so that LSIC members may provide input as it relates to the schools, the educational process, and student achievement.				
E. Develops programs, services or offerings that foster community participation in school district programs and offerings.				
F. Articulates educational programs and needs to the community.				
G. Gains respect and support of the community for county schools, including support for bond issues and levies necessary to attain district goals.				

<b>Category 3: Community Relations (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
H. Monitors and encourages development of school newsletters and county-level communications to keep the community informed about school issues.				
I. Establishes effective working relationships with various public and private county agencies, acting as a liaison to promote interagency collaboration for the benefit of children.				
J. Provides accurate and relevant information to the news media, and is available to discuss educational matters with the news media, as appropriate.				
K. Establishes effective procedures and practices for dealing with emergencies such as those that are weather-related; threats directed toward schools; traumas; and, school violence.				

294  
295  
296  
297

**Category 4: District Finances**

298  
299

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Evaluates county board financial needs, making recommendations for adequate financing.				

<b>Category 4: District Finances (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
B. Demonstrates effectiveness in obtaining necessary resources, including supplemental financial resources for the school system such as private and public grant opportunities, foundation funding and the like.				
C. Reports to the county board on the financial condition of the school system in a manner prescribed by the board and in a format that is understandable and useful for monitoring the county board fiscal situation.				
D. Demonstrates a prudent and informed approach to budget planning, investment and budget recommendations, including input from various stakeholders.				
E. Makes financial decisions and county board financial recommendations based on the standard of what is most prudent for the school district and school system rather than unduly yielding to proposals that more narrowly benefit or advance interest group causes at the expense of sound fiscal policy and management.				
F. Articulates budget complexities, including constraints found in W. Va. Statutes, rules and regulations, to the county board and public in a way that is understandable.				

<b>Category 4: District Finances (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
G. Monitors school district budget and oversees the financial workings of the school system to ensure a balanced budget, keeping the county board informed of financial matters including assurance that expenditures are within limits approved by the county board.				
H. Uses resources within the school district in accordance with the county board priorities to implement the county board's Unified County Improvement Plan.				
I. Keeps abreast of physical needs of system, including how such needs may impinge upon board budgeting and fiscal resources both current and prospective, preparing long- and short-range plans for facilities and sites.				

300  
301  
302

**Category 5: Personnel Relations**

303  
304

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Maintains a systematic approach in securing qualified applicants for professional and service personnel positions ensuring that personnel meet state and county board requirements for selection and placement.				



Category 5: Personnel Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
B. Reviews the number and type of personnel positions in the school system, recommending appropriate changes to the county board.				
C. Plans for the professional growth of all employees, providing a comprehensive staff development program to keep school personnel abreast of and competent in major issues and innovations affecting their areas of responsibility.				
D. Seeks to develop a collegial working relationship with school personnel, treating all school personnel fairly, without favoritism or discrimination, while insisting on competent performance of duties.				
E. Exhibits interest in school personnel morale, working collaboratively with employees to create a positive work climate in part through analyzing and diagnosing organizational or administrative practices.				
F. Delegates authority to staff members appropriate to the position each holds by providing them sufficient latitude to manage their designated areas of responsibility and by holding them accountable for the outcomes and results of their administration or management.				

Category 5: Personnel Relations (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
G. Ensures that evaluation procedures are established and used for all school personnel.				
H. Gives constructive input to and monitors the duties, responsibilities, and conduct of school administrators and other personnel responsible for transportation, food service, maintenance, and custodial services in order to ensure safe, productive and efficient school district operations.				
I. Meets with central office staff and principals on a regular basis.				
J. Establishes an on-going system of two-way communications with school employees as part of an effort to create a sense of community and purpose that focuses on improving student achievement, among other objectives.				
K. Provides recognition to exemplary school employee performance and efforts.				

306

307

**Category 6: Curricular Standards and Programs**

308

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as the instructional leader of the school system, keeping abreast of current developments in curriculum and instruction management, and providing direction for curriculum and instruction reforms in the school district.				
B. Identifies, through collaborative efforts with stakeholders, the present and future needs of the school district and its students relative to improved quality instruction, higher levels of achievement and skill development.				
C. Provides leadership through activities of planning, implementing, maintaining or managing delivery of the school system's programs of study, including optimal use of school "time," including effective school calendar scheduling.				
D. Recommends courses of study and textbooks to the county board necessary for implementation of the district's curricular programs.				
E. Involves faculty and stakeholders to align curriculum, instruction and assessments.				

<b>Category 6: Curricular Standards and Programs (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
F. Provides resources and personnel to design, implement and review curriculum development and to update teaching and instructional strategies and methodologies.				

309  
310  
311

**Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement**

312  
313  
314

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as the chief executive officer for the county board, effectively implementing board policies, programs and initiatives.				
B. Demonstrates and articulates effective understanding of the county superintendent's role as the chief instructional leader of the school district.				
C. Recommends to the county board and provides leadership for the development of policies, programs, initiatives or services necessary for school district progress, especially relating to improving student achievement.				

315

<b>Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
<b>D.</b> Acts in accordance with the county board's vision and mission statements, recommending any revision for such through county board and stakeholder involvement.				
<b>E.</b> Works to establish a shared vision of what the school district is and should be for students.				
<b>F.</b> Specifies objectives, specifies plans, foresees contingencies and involves stakeholders in overall district planning, especially through analyzing emerging educational trends likely to impact upon the school district.				
<b>G.</b> Demonstrates support and loyalty to county board decisionmaking, initiatives, programs and services.				
<b>H.</b> Leads others without having to exercise authority unduly.				
<b>I.</b> Displays openness to new ideas and suggestions, accepting and benefiting from advice.				
<b>J.</b> Provides stability and objectivity in crisis situations, demonstrating the ability to mediate and resolve interpersonal conflicts.				

<b>Category 7: Overall Leadership of the School District As Indicated Primarily by Improvements in Student Achievement (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
<b>K.</b> Acts in accordance with a demonstrated understanding of the essentials of problems through organizing and evaluating facts and developing defensible and effective solutions.				
<b>L.</b> Modifies views when additional or better information becomes available in regard to problems or issues facing the county board.				
<b>M.</b> Accepts responsibility and consequences for his/her actions, not seeking to shift or transfer blame to others.				
<b>N.</b> Uses established county board vision, mission and goals as well as mutually-developed board/superintendent goals to inform and assess county board decisionmaking recommendations.				
<b>O.</b> Attends such meetings, conferences and conventions as necessary in order to keep abreast of the latest educational trends, using such information, strategies and techniques to initiate or sustain county educational improvement.				
<b>P.</b> Expects and genuinely supports the continuous growth of others.				

316

317

318

319

**Category 8: Other Duties as Outlined in  
State Law, County Policy and Other  
Written Agreements**

320

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Serves as secretary to the board and supervises preparation of the agenda, supporting papers and minutes for all special and regular meetings of the board of education.				
B. Plans and formulates, for board consideration and approval, policies, procedures, programs and decisions needed in the conduct of the schools.				
C. Submits accurate reports and other related documents to federal, state, and county board of education officials on a timely basis.				
D. Seeks to secure grant funding, as appropriate, from the W. Va. Department of Education, the School Building Authority of West Virginia, and the U.S. Department of Education or other appropriate agencies.				

<b>Category 8: Other Duties as Outlined in State Law, County Policy and Other Written Agreements (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
E. Ensures that the county board is involved in training and development activities which will lead to individual members' growth and development and the corporate growth and development of the board as an effective policy-focused governing body.				
F. Informs the county board, in a timely manner, about rules and regulations of the W. Va. Board of Education and state and federal laws, including trends and developments in education likely to impact the county board.				

321  
322  
323  
324

**Category 9. Informational Leadership**

325  
326

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
A. Provides accurate, timely information to the county board, including various oral and written reports, memoranda, presentations, surveys and the like, which provide rationale and justification for informed board decisionmaking.				



Category 9: Informational Leadership (continued)	Exceeds Standards	Meets Standards	Does Not Meet Standards (Requires Comment)	Comments
B. Meets the county board's expectations, as outlined in board policy, regarding board meetings, need for information prior to the meeting, preparation for meetings, organization and logistics for meetings, agendas and board minutes.				
C. Maintains open, two-way communications with county board members.				
D. Reports, using the format or means determined by the board, concerning the status of board programs, services, initiatives and operations.				
E. Recommends actions and alternatives for board decisionmaking only after careful study and preparation, including any necessary consultations with those having expertise in regard to certain problems or issues facing the board.				
F. Provides the county board with information relative to emergency situations that may arise within the school district and which may warrant county board attention, decisionmaking or intervention.				
G. Provides periodic reports to the county board in order that members may be informed of the status of all major functions of the district's operations and how county board policies are being implemented.				

<b>Category 9: Informational Leadership (continued)</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards (Requires Comment)</b>	<b>Comments</b>
H. Keeps the board informed about progress in achieving district goals and objectives, based on a broad array of information.				

327

328

Reviewed March 18, 2014