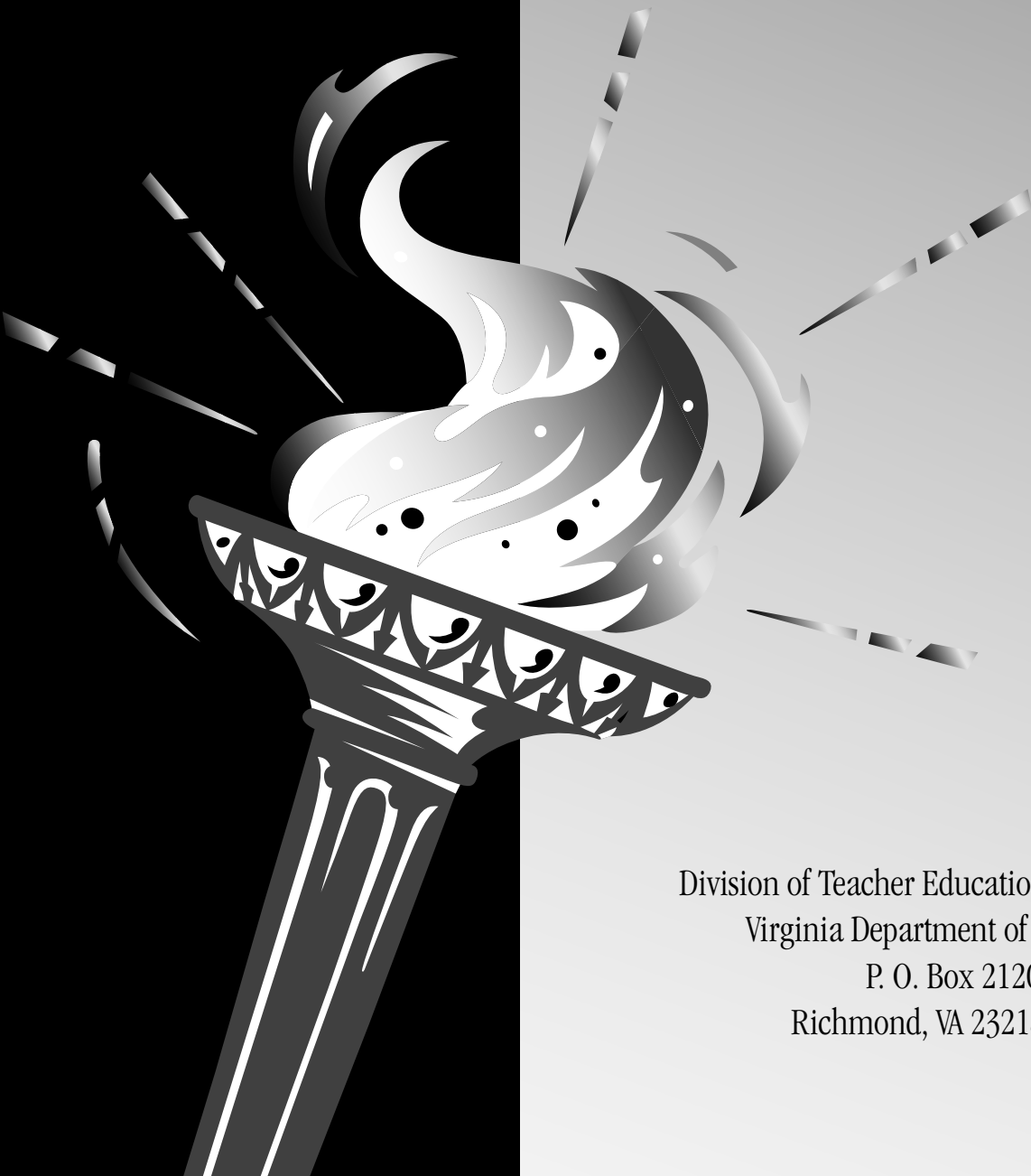


Guidelines for  
**UNIFORM PERFORMANCE  
STANDARDS**

and Evaluation Criteria  
for Teachers, Administrators,  
and Superintendents



Division of Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, VA 23218-2120

**Guidelines for  
UNIFORM PERFORMANCE STANDARDS  
and Evaluation Criteria  
for Teachers, Administrators,  
and Superintendents**

*Guidelines Developed in Response to  
Education Accountability and Quality Enhancement Act of 1999  
(HB 2710 and SB 1145)*

*Adopted by the Virginia Board of Education  
January 6, 2000*

Division of Teacher Education and Licensure  
Virginia Department of Education  
P. O. Box 2120  
Richmond, VA 23218-2120

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## Foreword

Recent education reform efforts in Virginia include: (1) the revision of the Standards of Learning in four basic subject areas—English, mathematics, science, and history and social science, (2) implementation of new tests to assess the performance of students, schools, and school divisions, (3) revision of the state’s standards of accreditation to establish clear expectations and consequences for students and school performance, and (4) the development of a school report card. These reform efforts clearly effect the role and expectations of teachers, administrators, and superintendents. The *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* were developed as a result of the Virginia education reform efforts and the 1999 Education Accountability and Quality Enhancement Act (HB2710 and SB1145) approved by the Virginia General Assembly and signed into law by Governor Gilmore.

These guidelines provide the framework for school divisions to use to develop evaluation criteria for teachers, administrators including instructional central office personnel and principals, and division superintendents. They are intended to provide guidance for school boards in the development of evaluation policies and procedures. Through these guidelines, the role and expectations of those individuals having the most effect on student learning and achievement will become clearer. They also provide continuity between the roles of teachers and administrators and their impact on student achievement.

It is anticipated that the Department of Education will continue the next phase of this initiative by developing prototype instruments in the three areas. These sample instruments may be used to guide school division personnel in designing evaluation tools for annual personnel performance. In the meanwhile, as you review and use *The Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*, please inform us of comments that may enhance this effort by contacting the Division of Teacher Education and Licensure, Virginia Department of Education, at (804) 371-2522.



## Table of Contents

Acknowledgements .....	2
<b>Background</b>	
Introduction .....	5
Rationale .....	6
Development Process .....	7
Intended Use .....	7
<b>Evaluation Criteria for Teachers, Administrators, and Superintendents</b>	
Introduction to the Evaluation Criteria .....	11
Descriptions of Major Categories .....	11
Definition of Evaluation Criteria .....	12
Teacher Evaluation Criteria .....	12
Administrator Evaluation Criteria .....	14
Superintendent Evaluation Criteria .....	15
<b>Recommendations for Implementation</b>	
Next Steps for Use by Local School Divisions .....	19
Recommendations for Integrating Student Learning in Educator Evaluation .....	20
References .....	22
<b>Appendices</b>	
Appendix A - Teacher Evaluation Criteria and Performance Indicators .....	25
Appendix B - Administrator Evaluation Criteria and Performance Indicators .....	32
Appendix C - Superintendent Evaluation Criteria and Performance Indicators .....	40

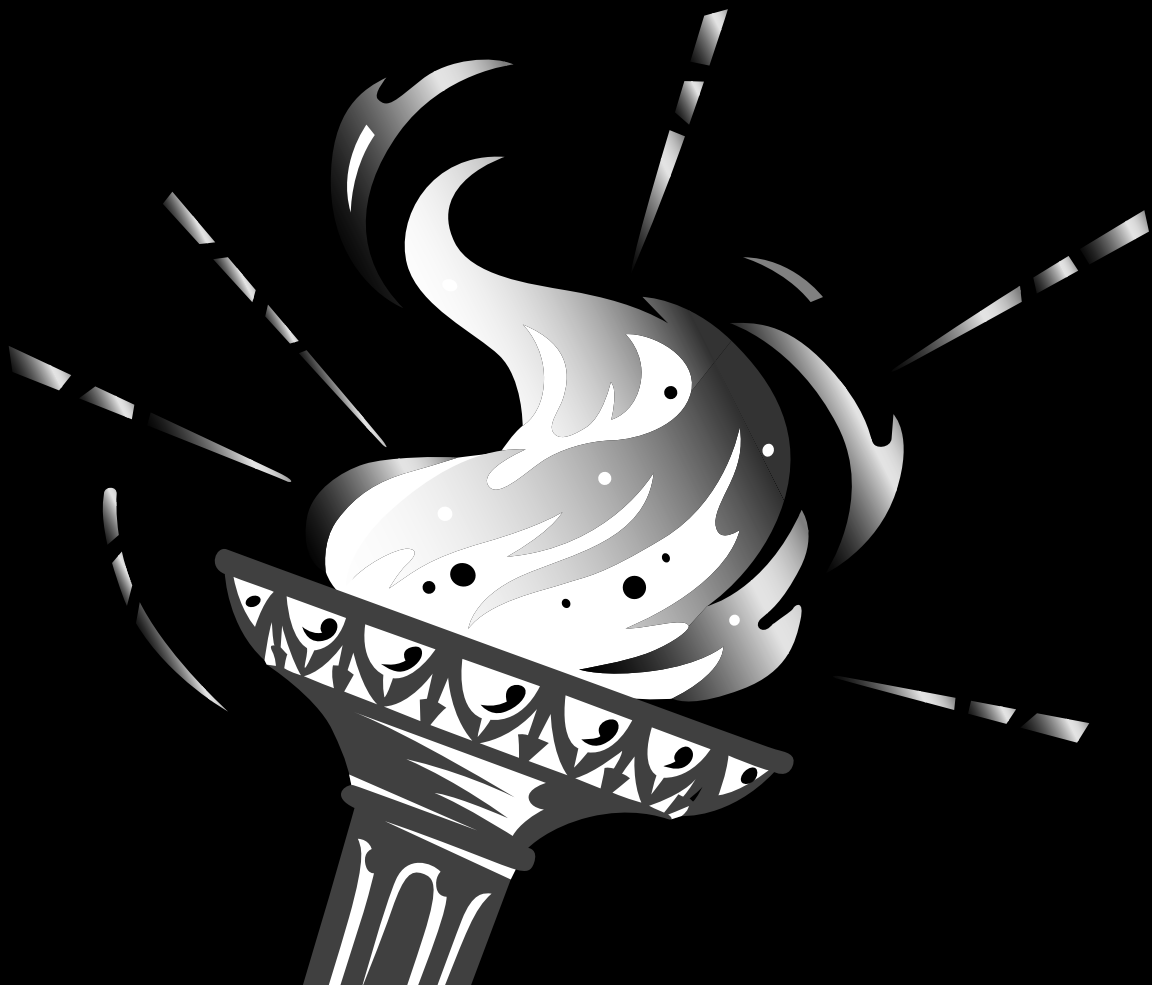
## Acknowledgments

Personnel in the Virginia Department of Education acknowledge with appreciation the contributions of many educators in developing the Proposed Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. The Department of Education also acknowledges the exemplary work of the Advisory Committee on Teacher Education and Administrator Evaluation representing division superintendents, principals, teachers, school division central offices, higher education, school boards, and professional organizations.

Appreciation is extended to Susan T. Noble, member of the Board of Education and Board of Education Liaison to the Advisory Board on Teacher Education and Licensure, for her contributions in the development of the guidelines. Special thanks also go to James H. Stronge, Heritage Professor, Educational Policy, Planning, and Leadership, School of Education, The College of William and Mary; Pamela Tucker, Assistant Professor, Department of Leadership, Foundations, and Policy, University of Virginia; and Michael DiPaola, Associate Professor, Educational Planning, Policy, and Leadership, School of Education, The College of William and Mary, who served as facilitators for the task force in developing the proposed guidelines.

Questions or inquiries about this document should be directed to Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120.

# Background







# Proposed Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents

*Proposed Guidelines Developed in Response to Education Accountability and  
Quality Enhancement Act of 1999 (HB 2710 and SB 1145)*

## Introduction

The expectations of public education have changed substantially in the last quarter century. Schools and school personnel at all levels must respond in a direct and convincing manner to address rigorous academic expectations for all students. Schools are expected to teach all children, regardless of the level of skills or personal circumstances they present, to a high level of academic achievement for the unfolding information age. In order to succeed in this most important endeavor, schools must modify their standard service delivery model to adapt to individual student learning needs. Everyone from classroom teachers to school division superintendents, must make the learning of every student the priority driving all other professional responsibilities. Teachers must make instruction meaningful and effective for children at all academic levels. Principals must focus the collective efforts of all school personnel on the primary goal of improving student learning. Superintendents and central office personnel must plan and support instructional programs that facilitate student achievement at the school and classroom levels.

The *Education Accountability and Quality Enhancement Act of 1999* (HB 2710, SB 1145) passed by the Virginia General Assembly mandates the development of strategies to recognize and develop these heightened responsibilities of educators. This Act addresses the evaluation and training of teachers, assistant principals, principals, central office personnel, and superintendents, with a primary focus on student achievement and safety. Additionally, the mentoring of new teachers and those experiencing difficulties is included as part of the training continuum for all teachers. Salary supplements for teachers receiving National Board Certification are also

part of this legislation, with the intent of recognizing truly exceptional classroom teachers. Collectively, the elements of this legislation offer supportive strategies for educators to become more productive and educationally accountable.

The sections of the *Education Accountability and Quality Enhancement Act* applicable to personnel evaluation are as follows:

**Superintendent evaluation:** The Board of Education shall develop guidelines for uniform performance standards and criteria to be used by local school boards in evaluating superintendents. These standards and criteria shall include, but not be limited to, assessing teacher and administrator skills and knowledge, improving student academic progress, providing for school safety, and enforcing student discipline. (§22.1-60.1)

**Administrator evaluation:** Each local school board shall adopt for use by the division superintendent clearly defined criteria for a performance evaluation process for principals, assistant principals, and supervisors that includes, among other things, an assessment of such administrators' skills and knowledge; student academic progress and school gains in student learning; and effectiveness in addressing school safety and enforcing student discipline. (§22.1-294)

**Instructional personnel evaluation:** School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is

appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge. (§22.1-295)

This document sets forth the basic framework for the educator evaluation component of the *Education Accountability and Quality Enhancement Act*.

## Rationale

Evaluation criteria can have powerful symbolic value because they embody the values and expectations of the public regarding the functions of school personnel, particularly regarding teaching and learning. If those criteria are then used as a yardstick to judge the effectiveness of educators, they help to focus assessment efforts on self-growth, instructional effectiveness, and improvement of overall job performance. The use of clear evaluation criteria for teachers, principals, central office administrators, and superintendents serves as a foundation for a fair and comprehensive evaluation system that provides sufficient detail and definition so that educators and their supervisors can reasonably understand job expectations.

The evaluation criteria delineated herein were developed as a direct effort of the Virginia Department of Education to provide meaning and to give substance to the *Education Accountability and Quality Enhancement Act*, based on the collective expertise of the State Advisory Committee selected for this purpose. The Advisory Committee's work was developed with the intent of designing a document that integrates the multiple strands of the accountability reform efforts currently underway in Virginia, including the following key purposes:

- ◆ Design evaluation criteria that are consistent with and supportive of Virginia's Standards of Learning and Standards of Accreditation and that encompass other state statutory and policy requirements;
- ◆ Develop evaluation criteria that encourage educators and policymakers to focus on performance in key areas of student achievement and safety;
- ◆ Create a seamless approach to connecting
  - ◇ new employee mentoring
  - ◇ job expectations
  - ◇ job performance
  - ◇ employee evaluation
  - ◇ employee professional development (performance improvement)
  - ◇ school improvement;
- ◆ Clarify expectations for educators who are new to the positions of teacher, assistant principal, principal, central office administrator, and superintendent;
- ◆ Provide a context for improving employee performance (e.g., opportunity to describe and discuss performance with supervisors, peers, mentors, and other experienced educators);
- ◆ Design evaluation criteria that are consistent with pre-service teacher and administrator preparation programs;
- ◆ Provide structure and guidelines that facilitate quality evaluations and encourage consistency across schools and school divisions;
- ◆ Provide a structure for focusing improvement efforts within and across Virginia's schools; and
- ◆ Focus attention and resources on student learning in a comprehensive and concerted fashion.

## Development Process

To respond to the many provisions of the *Education Accountability and Quality Enhancement Act*, the Virginia Department of Education enlisted the assistance of consultants from The College of William and Mary and the University of Virginia with expertise in the area of personnel evaluation. The consultants provided background research and assistance with development of the evaluation guidelines for consideration by the Department of Education's staff and the State Advisory Committee. The consultants were also charged with reviewing national standards for the evaluation of teachers, principals, and superintendents to provide a solid foundation for the evaluation criteria guidelines to be used in Virginia.<sup>1</sup> In addition, current evaluation criteria used in selected Virginia school divisions and school districts across the country were examined with the purpose of embedding widely respected professional standards in Virginia's evaluation framework while also reflecting the educational priorities set forth by the General Assembly.

The Advisory Committee was composed of superintendents, principals, teachers, professors of education, community members, and representatives of professional organizations that have expertise to offer the process and who hold a vested interest in a well-articulated evaluation system. The committee met during the summer and fall of 1999 to offer direction in the development process and reactions to proposed evaluation criteria. Based on guidance from the committee and the Department of Education, this document was developed.

## Intended Use

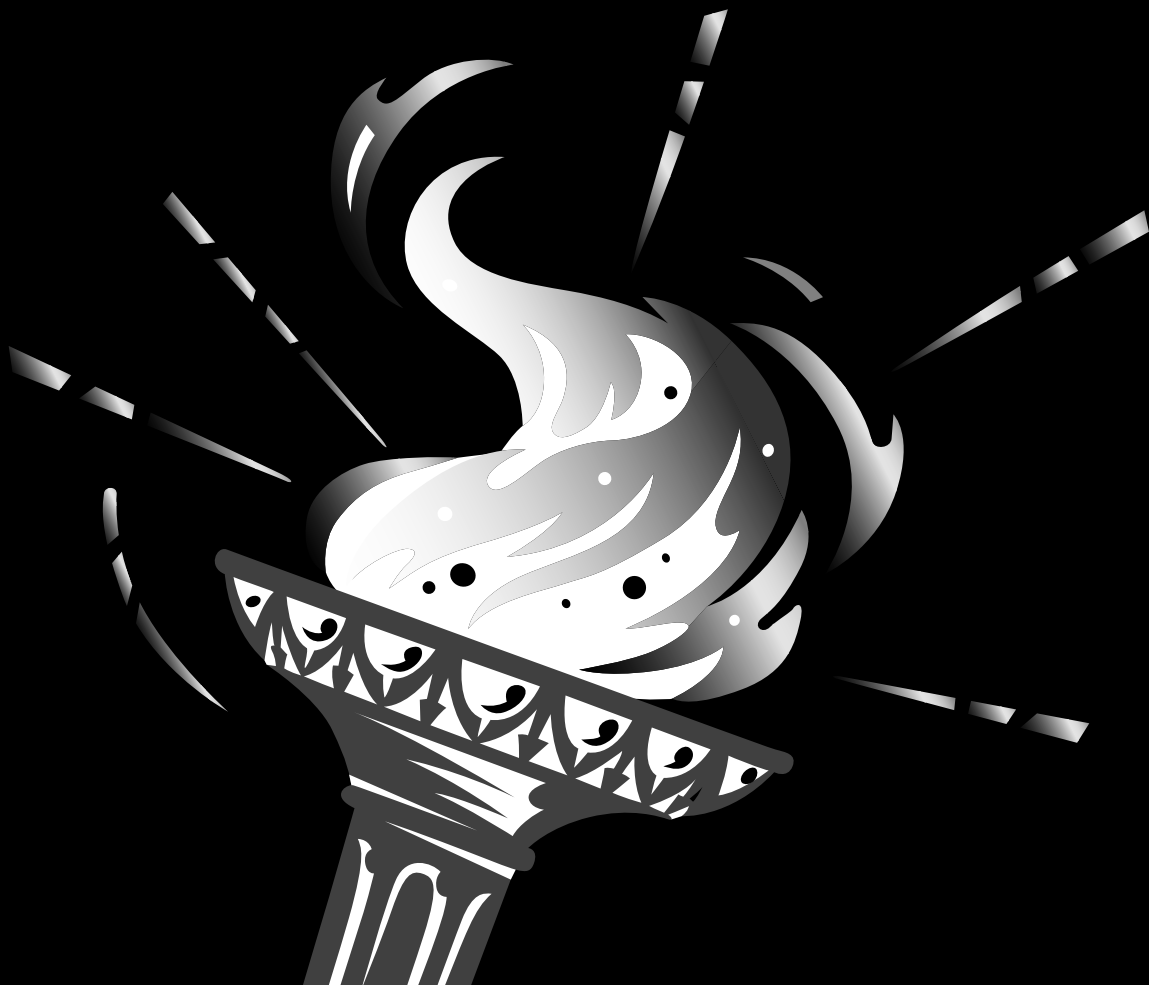
As set forth in the *Education Accountability and Quality Enhancement Act*, these evaluation criteria are intended to provide guidance for local school boards to consider in the development of evaluation policies and procedures for superintendents, building and central office administrators, and teachers. They are intended to reflect the priorities of the Board of Education and provide recommended guidelines for use in school divisions; however, they are not intended to be prescriptive in nature.

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1 *Primary professional association standards consulted in the design of this work included those of the American Association for School Administrators, the Interstate School Leaders Licensure Consortium, and the Interstate New Teacher Assessment and Support Consortium.*



Evaluation Criteria  
for Teachers,  
Administrators, and  
Superintendents





# Evaluation Criteria for Teachers, Administrators, and Superintendents

## Introduction to the Evaluation Criteria

The *Education Accountability and Quality Enhancement Act of 1999* requires the development of “defined criteria for a performance evaluation process” for teachers, principals, assistant principals, supervisors, and division superintendents. During the development process, the Advisory Committee agreed that sets of evaluation criteria were necessary for three distinct roles: a) teacher; b) principal, assistant principal, and supervisor; and c) division superintendent. While there are differences in the roles of principals, assistant principals, and central office supervisors for instruction, the committee found that their actual job responsibilities often are similar, varying in scope but not substantially in content. As a result, a common set of evaluation criteria was written for the principal, assistant principal, and central office supervisor. They are referred to collectively as the “Administrator” criteria.

The framework for evaluation criteria is organized by five major categories that reflect primary responsibilities of educational personnel. The five general categories for division superintendents, administrators (principals, assistant principals, and supervisors), and teachers are listed below. While they are substantially similar, they differ where necessary to reflect the scope and focus of the work for each position.

## Descriptions of Major Categories

**1. Planning and Assessment.** For teachers, this category includes the responsibilities for evaluating and providing students with feedback that encourages student progress and measures student achievement. Based on a variety of assessments, content knowledge, and student knowledge, the teacher plans appropriate instruction.

For administrators and superintendents, this category includes responsibilities for assessing instructional programs and personnel and for planning responsive improvement plans to promote student learning.

**2. Instruction.** For teachers, this category encompasses the critical skills that determine the quality of classroom instruction. The major responsibilities include implementing a variety of activities consistent with instructional objectives and selecting instructional methods compatible with students’ abilities, prior knowledge, and learning styles.

For administrators and superintendents, this category is termed **Instructional Leader-**

## Major Categories of Evaluation Criteria

### Teachers

- ◆ Planning and Assessment
- ◆ Instruction
- ◆ Safety and Learning Environment
- ◆ Communication and Community Relations
- ◆ Professionalism

### Administrators and Superintendents

- ◆ Planning and Assessment
- ◆ Instructional Leadership
- ◆ Safety and Organizational Management for Learning
- ◆ Communication and Community Relations
- ◆ Professionalism

**ship** and focuses on the support and leadership provided in the areas of personnel, curriculum, and staff development for the explicit purpose of enhancing instructional programs.

- 3. Safety and Learning Environment.** The category of safety and learning environment includes the teachers' responsibilities for planning and demonstrating effective routines and procedures that create an organized and positive learning environment.

For administrators and superintendents, this category is called **Safety and Organizational Management for Learning** and refers to responsibilities for the management and oversight of the organization's operations and climate, with particular attention to ensuring safety and meaningful student learning.

- 4. Communication and Community Relations.** The category of communication and community relations describes the responsibilities of teachers to use effective communication strategies in working with students, parents, and members of the community to promote broad support for student learning.

For administrators and superintendents, this category refers to the use of a systematic method of two-way communication to promote understanding, support, and continuous improvement of the organization's programs and services within schools and the larger community.

- 5. Professionalism.** This final category speaks to the basic responsibilities of all professional educators and defines the responsibilities for demonstrating a commitment to professional ethics and growth and for complying with school divisions' policies and procedures.

## Definition of Evaluation Criteria

The framework for the evaluation criteria of the three professional roles of teacher, administrator, and division superintendent is defined using a three-tiered description:

- ◆ Major Categories of Evaluation Criteria,
- ◆ Evaluation Criteria, and
- ◆ Performance Indicators.

The three levels of specificity are intended to describe the responsibilities of each role with sufficient detail and accuracy so that teachers, administrators, and superintendents can reasonably understand the job expectations. The major categories of evaluation criteria described above are further defined with specific evaluation criteria listed in the next three sections, one for each role. In addition to the evaluation criteria, sample performance indicators are provided in Appendix A for teachers, Appendix B for administrators, and Appendix C for superintendents.

## TEACHER Evaluation Criteria

### Planning and Assessment

- ◆ **The teacher** designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- ◆ **The teacher** plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
- ◆ **The teacher** diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.



- ❖ **The teacher** uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.
- ❖ **The teacher** identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.

## Instruction

- ❖ **The teacher** understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.
- ❖ **The teacher** understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.
- ❖ **The teacher** uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.
- ❖ **The teacher** selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.

## Safety and Learning Environment

- ❖ **The teacher** actively implements a discipline policy that fosters a safe and positive environment for students and staff.
- ❖ **The teacher** manages classroom procedures to maximize academic learning time.

- ❖ **The teacher** establishes and maintains rapport with students.
- ❖ **The teacher** creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

## Communication and Community Relations

- ❖ **The teacher** uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.
- ❖ **The teacher** forges partnerships with families to promote student learning at home and in the school.
- ❖ **The teacher** works collaboratively with staff, families, and community resources to support the success of a diverse student population.

## Professionalism

- ❖ **The teacher** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- ❖ **The teacher** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- ❖ **The teacher** works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.
- ❖ **The teacher** provides service to the profession, the division, and the community.

## **ADMINISTRATOR**

### **Evaluation Criteria: Principals, Assistant Principals, and Central Office Instructional Personnel**

#### **Planning and Assessment**

- ❖ **The administrator** effectively employs various processes for gathering, analyzing, and using data for decision making.
- ❖ **The administrator** collaboratively develops and implements a school improvement plan that results in increased student learning.
- ❖ **The administrator** plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.
- ❖ **The administrator** develops plans for effective allocation of fiscal and other resources.

#### **Instructional Leadership**

- ❖ **The administrator** communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- ❖ **The administrator** supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.
- ❖ **The administrator** selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

- ❖ **The administrator** provides staff development programs consistent with program evaluation results and school instructional improvement plans.
- ❖ **The administrator** identifies, analyzes, and resolves problems using effective problem-solving techniques.

#### **Safety and Organizational Management for Learning**

- ❖ **The administrator** maintains effective discipline and fosters a safe and positive environment for students and staff.
- ❖ **The administrator** effectively coordinates the daily operation of the assigned area of responsibility.
- ❖ **The administrator** effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
- ❖ **The administrator** demonstrates effective organizational skills to achieve school, community, and division goals.

#### **Communication and Community Relations**

- ❖ **The administrator** promotes effective communication and interpersonal relations with students and staff.
- ❖ **The administrator** promotes effective communication and interpersonal relations with parents and other community members.
- ❖ **The administrator** works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

## Professionalism

- ❖ **The administrator** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- ❖ **The administrator** works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.
- ❖ **The administrator** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- ❖ **The administrator** provides service to the profession, the division, and the community.

## SUPERINTENDENT

### Evaluation Criteria

#### Planning and Assessment

- ❖ **The superintendent** effectively employs various processes for gathering, analyzing, and using data for decision making.
- ❖ **The superintendent** organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.
- ❖ **The superintendent** plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.
- ❖ **The superintendent** develops plans for effective allocation of fiscal and other resources.

## Instructional Leadership

- ❖ **The superintendent** communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.
- ❖ **The superintendent** oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.
- ❖ **The superintendent** selects, inducts, supports, evaluates, and retains quality instructional and support personnel.
- ❖ **The superintendent** provides staff development programs consistent with program evaluation results and school instructional improvement plans.
- ❖ **The superintendent** identifies, analyzes, and resolves problems using effective problem-solving techniques.

#### Safety and Organizational Management for Learning

- ❖ **The superintendent** actively supports a safe and positive environment for students and staff.
- ❖ **The superintendent** develops procedures for working with the board of education that define mutual expectations, working relationships, and strategies for formulating division policies.
- ❖ **The superintendent** effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.
- ❖ **The superintendent** demonstrates effective organizational skills to achieve school, community, and division goals.

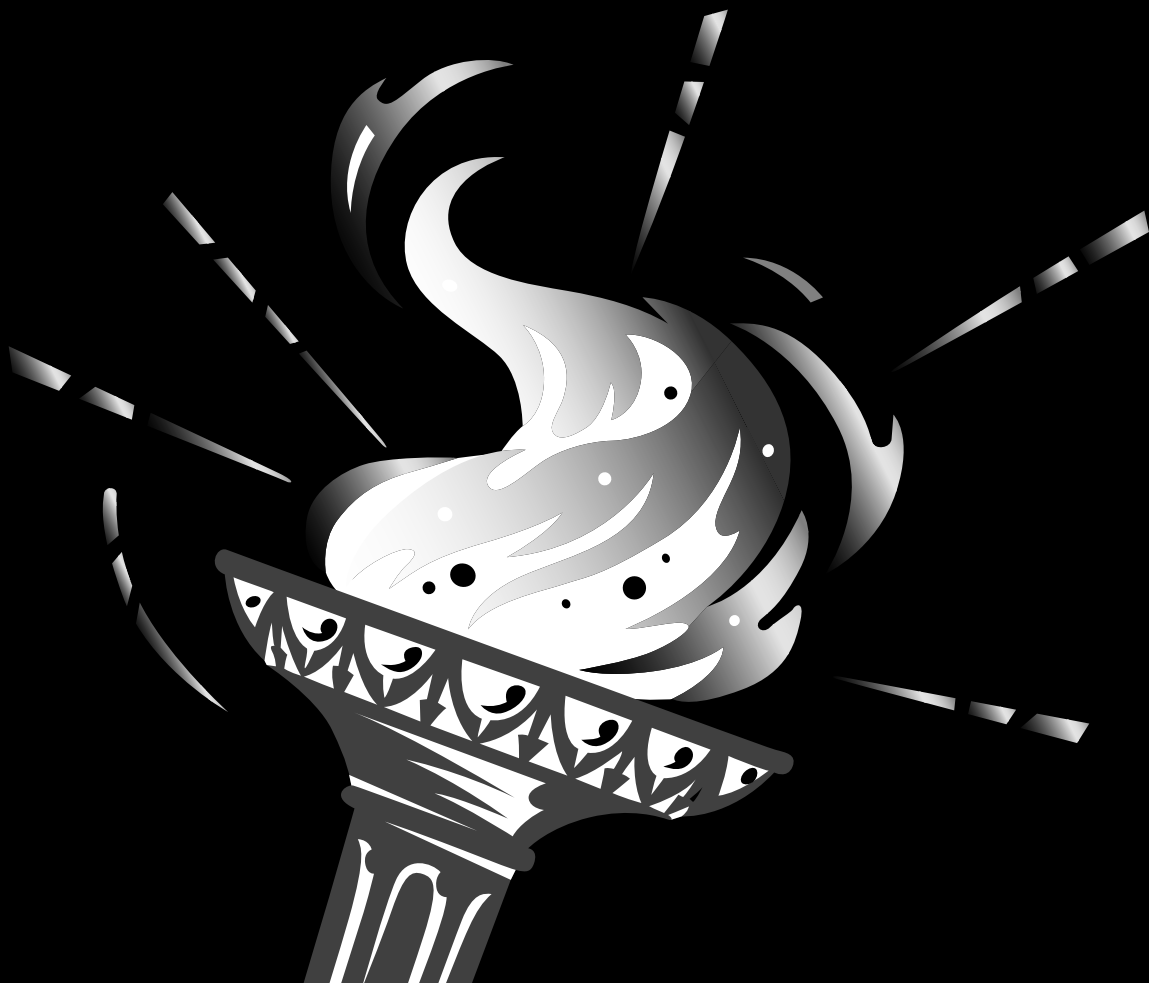
## Communication and Community Relations

- ◆ **The superintendent** promotes effective communication and interpersonal relations within the school division.
- ◆ **The superintendent** establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.
- ◆ **The superintendent** works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

## Professionalism

- ◆ **The superintendent** models professional, moral, and ethical standards as well as personal integrity in all interactions.
- ◆ **The superintendent** works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division.
- ◆ **The superintendent** takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- ◆ **The superintendent** provides service to the profession, the division, and the community.

# Recommendations for Implementation





## Recommendations for Implementation

### Next Steps for Use by Local School Divisions

Local school boards must become familiar with their responsibilities as specified by the *Education Accountability and Quality Enhancement Act of 1999* and devise an implementation plan for compliance. One section of the Act (§22.1-294 B.) requires the adoption of “defined criteria for a performance evaluation process” for professional educators. The evaluation criteria recommended in this document may be modified or used as is by local school divisions to achieve that goal. School divisions are urged to consider their organizational goals and review their policy on evaluation carefully before proceeding with a review of their evaluation system and criteria. Policy should reflect organizational goals, and division goals should shape the job descriptions for all employees within the division. Using job descriptions as a starting point, the evaluation criteria offered in these guidelines then can be used to define further the expectations of teachers, principals, assistant principals, supervisors, and school superintendents.

If guidelines are used to modify existing personnel evaluation system:

- ◆ Review these guidelines for consistency with local policy for personnel evaluation, stated purposes of evaluation, and substance of existing evaluation criteria.
- ◆ Make modifications to the existing evaluation system based on the requirements of the *Education Accountability and Quality Enhancement Act of 1999*, these guidelines, and local needs.
- ◆ Give special consideration to the integration of student learning measures in the evaluation of professional educators.

If guidelines are used to develop new personnel evaluation system:

- ◆ Review guidelines for consistency with local policy for personnel evaluation and stated purposes of evaluation.
- ◆ Consider evaluation criteria and descriptors based on job descriptions.
- ◆ Modify evaluation criteria and descriptors to reflect local goals, job descriptions, and priorities.
- ◆ Select appropriate information collection strategies such as
  - ◇ observations - scheduled/unscheduled, in class/other arenas;
  - ◇ client surveys - students, parents, peers;
  - ◇ review of documents - lesson plans, grade books, parent communication, etc.;
  - ◇ goal statements and evidence of achievement;
  - ◇ miscellaneous - discipline referrals, test results, knowledge of professional contributions, community support;
  - ◇ measures of student learning.
- ◆ Delineate a schedule for information collection and evaluation reports, including
  - ◇ differentiation for tenured and non-tenured professionals,
  - ◇ number and timing of information collection strategies,

- ◇ calendar for administering evaluation system with deadlines for evaluation summaries.
- ◆ Develop a rating scale for judging performance, including
  - ◇ choice of terms,
  - ◇ definition of terms.
- ◆ Define a performance improvement process for professional educators identified as needing remedial assistance.
- ◆ Develop necessary guidelines and forms, including
  - ◇ observation forms,
  - ◇ client survey forms,
  - ◇ interim evaluation forms,
  - ◇ summative evaluation forms,
  - ◇ improvement assistance plan.

## Recommendations for Integrating Student Learning in Educator Evaluation<sup>2</sup>

### **1. Use student learning as only one component in an educator evaluation system that is based on multiple data sources.**

Measures of student learning are vitally important in judging the effectiveness of teachers, administrators, and superintendents, but they should never serve as the sole source for evaluating performance. Rather, multiple sources of information should be considered in order that a more complete picture of performance can be developed. Such multiple data sources might include formal and informal observations, client surveys, artifacts of performance, goal setting, and other relevant sources of performance information. Student learning measures should be considered in conjunction with these other sources to provide a full and comprehensive portrait of the educator's performance.

### **2. When judging educator effectiveness, consider the context in which schooling occurs.**

There are circumstances in which educators have done everything possible to enhance student learning, but conditions beyond their control prevent maximum learning benefits by students. Thus, consideration should be given to student mobility, absenteeism, and other variables beyond the control of the educator. The entire system of support, including staff training, availability of mentors, conducive work spaces, instructional resources, community support, and other important matters cannot be overlooked in attributing responsibility for learning.

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<sup>2</sup> *These recommendations are adapted from: Stronge, J. H., & Tucker, P. D. (2000). Teacher evaluation and student achievement. Washington, DC: National Education Association.*



**3. Use measures of student growth versus a fixed achievement standard or goal.**

Very few human endeavors are judged in terms of fixed goals; more typically, they are based on growth and progress toward stated goals. Even in the hard-nosed world of business, performance is judged based on a variety of economic indicators and comparisons to projected growth. The same paradigm should be used in education, with an acknowledgment of learning inhibitors and comparisons to projected learning growth. This approach requires the use of pre- and post-testing to determine progress rather than the attainment of predetermined pass rates or proficiency levels. While there is a place and purpose for fixed standards, such as learning to read at an acceptable level, fixed standards must be regarded skeptically when applied to personnel evaluation.

**4. Compare learning gains from one point in time to another for the same students, not different groups of students.**

If teachers, administrators, and superintendents are to be held accountable for student learning, then it is critical that patterns of student learning be established - not single snapshots. Repeated measures of student learning over time enhance reliability from a statistical point of view and credibility from a decision-making perspective.

**5. Use fair and valid measures of student learning.**

If student learning measures are to be used for the evaluation of educators, then they must conform to professional standards of practice. Specifically, the use of student assessment measures in evaluating educator performance should be

- ◆ **valid.** “Any measure of student performance, whether used for formative or summative evaluation, should be sensitive to (be able to detect) the impacts of what teachers and schools do; that is, measures of student learning should have instructional validity. If they do not ... then it would be hard to justify their use for either teacher or school evaluation of any kind.”<sup>3</sup>
- ◆ **reliable.** The assessment measure should produce adequately consistent (i.e., reliable) results across time and across scorers. One of the key issues to consider when making decisions about educator performance is inter-rater reliability among evaluators.
- ◆ **free from bias.** Student achievement data should be used in an objective, fair, and impartial manner, and should not be interpreted or used capriciously.
- ◆ **comparable.** No educator “... should be disadvantaged compared with any other based on factors beyond their control.”<sup>4</sup>

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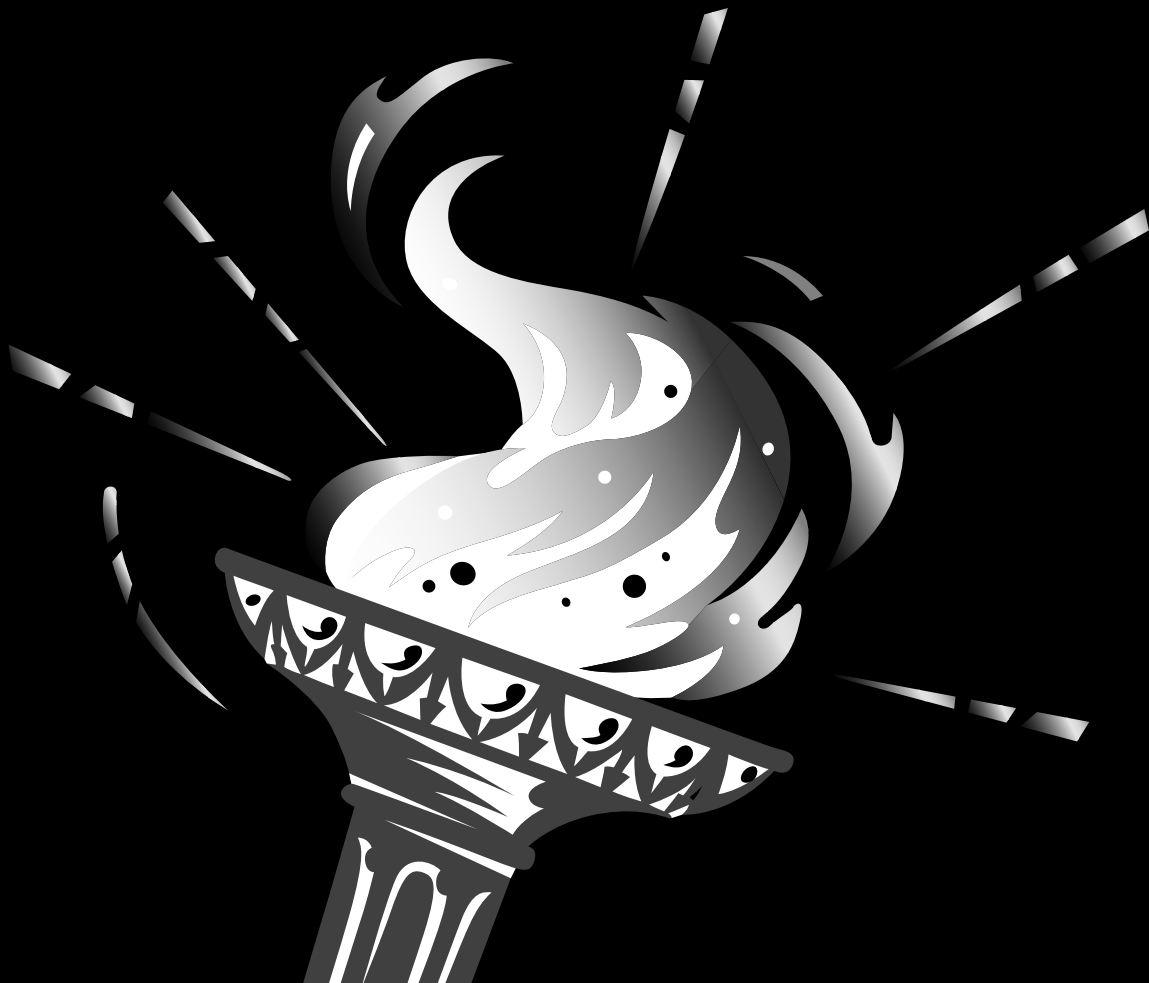
<sup>3</sup> McConney, A. A., Schalock, M. D., & Schalock, H. D. (1997), page 177.

<sup>4</sup> McConney, A. A., Schalock, M. D., & Schalock, H. D. (1997), page 178.

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# Appendices





## Appendix A

### Teacher Evaluation Criteria and Performance Indicators

#### Virginia Department of Education Suggested Guidelines

##### Planning and Assessment

***The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.***

Sample Performance Indicators:

The teacher...

- bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning.
- matches content/skills taught to overall curriculum scope and sequence.
- uses assessment feedback to monitor and adjust instruction.
- links objectives for instruction to prior student learning.
- reflects the goals and needs of the school and community in planning.
- uses available resources to link student learning to the community.

***The teacher plans instruction to achieve desired objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.***

Sample Performance Indicators:

The teacher...

- selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning.
- designs appropriate learning activities that are clearly connected to instructional objectives.
- develops lesson plans that are clear, logical, and sequential.

***The teacher diagnoses individual, group, and program needs and selects appropriate materials and resources to match the abilities and needs of all students.***

Sample Performance Indicators:

The teacher...

- plans instruction appropriate to the developmental level and needs of students.
- demonstrates knowledge of resources and methods appropriate to serving students with special learning needs.
- arranges/adapts classroom setting to accommodate individual and group learning needs.
- assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- is sensitive and responsive to the diversity of individuals and groups within the classroom.

***The teacher uses a variety of assessment strategies and instruments to make both short-term and long-range instructional decisions to improve student learning.***

Sample Performance Indicators:

The teacher...

- monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- utilizes multiple assessment practices congruent with instructional goals both in content and process.
- effectively uses both teacher-made and standardized tests as appropriate.
- uses student products as a source for assessment and instructional decisions.
- demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement.
- maintains and uses organized records of student progress for instructional decisions.

***The teacher identifies and communicates specific student performance expectations and documents student learning gains using appropriate assessment instruments.***

Sample Performance Indicators:

The teacher...

- communicates clear expectations for learning and behavior to students and parents.
- uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains.
- provides prompt and meaningful feedback to students about performance and progress.

- prepares tests that reflect the academic content studied.
- provides opportunities for students to contribute to the development of criteria and standards as appropriate.
- incorporates strategies to prepare students for SOL and standardized testing.

## Instruction

***The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the subject matter meaningful for all students.***

Sample Performance Indicators:

The teacher...

- communicates a belief that all students can learn.
- exhibits an understanding of and facility in explaining the subject area(s) taught.
- uses appropriate literature and current resources and materials in the subject area(s).
- encourages the academic curiosity and critical thinking of students.
- modifies instruction to make topics relevant to students' lives and experiences.
- demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary.
- provides clear and concise explanations of lessons.
- checks for understanding with questions, review activities, and various assessment strategies.

***The teacher understands how students differ in their approaches to learning and is able to differentiate instruction to meet diverse student needs.***

Sample Performance Indicators:

The teacher...

- selects materials and media that match learning styles of individual students.
- provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary.
- utilizes flexible grouping practices to respond to the diverse learning needs of students.
- collaborates with resource teachers in developing activities for students with special learning needs.
- encourages students to build on strengths while developing all areas of competence.
- paces instruction appropriately with adequate preview and review of instructional components.
- uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others.
- demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the classroom.

***The teacher uses comprehensive materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.***

Sample Performance Indicators:

The teacher...

- evaluates curricular materials for accuracy, currency, and student interest.
- provides students with materials and media that are appropriate and challenging for their instructional levels.
- encourages and guides the development of problem-solving skills and independent thinking in students.
- utilizes available technological materials and resources effectively to engage students in varied learning experiences.
- provides opportunities for guided practice and hands-on technology application.
- demonstrates competence in the Technology Standards for Instructional Personnel.

***The teacher selects, evaluates, and refines a variety of teaching methods and instructional strategies for the active engagement of students and improvement of student learning.***

Sample Performance Indicators:

The teacher...

- solicits comments, questions, examples, and other contributions from students throughout lessons.
- uses questioning strategies effectively.
- provides opportunities for guided and independent practice.
- responds positively to student questions and active engagement.

- implements instructional opportunities in which students are interacting with ideas, materials, teachers, and one another.
- reteaches material and/or accelerates instruction based on assessment to pace instruction appropriately for interest and engagement.
- implements curriculum experiences to encourage students to reflect on and take increasing responsibility for their own learning.

## Safety and Learning Environment

***The teacher actively implements a discipline policy that fosters a safe and positive environment for students and staff.***

Sample Performance Indicators:

The teacher...

- establishes effective classroom rules and procedures.
- communicates clear expectations about behavior to students and parents.
- implements and enforces disciplinary procedures with fairness and consistency.
- encourages students in developing self-discipline and conflict resolution skills.
- recognizes and celebrates the achievements of students and staff.
- is knowledgeable of and complies with local, state, and federal safety regulations.
- manages emergency situations as they occur.

***The teacher manages classroom procedures to maximize academic learning time.***

Sample Performance Indicators:

The teacher...

- plans purposeful assignments for teacher assistants, substitute teachers, student teachers, and others to ensure continuous student engagement in learning.
- structures transitions in an efficient and constructive manner.
- creates and maintains a physical setting that minimizes disruption and promotes learning and safety.
- handles administrative routines quickly and efficiently.
- has all material readily available to allow for the smooth flow of instruction.

***The teacher establishes and maintains rapport with students.***

Sample Performance Indicators:

The teacher...

- treats students with respect.
- communicates personal enthusiasm for learning.
- models caring, fairness, humor, courtesy, respect, and active listening.
- demonstrates concern for students' emotional and physical well-being.
- seeks and uses information about student interests and opinions.
- develops and maintains positive interactions with students in all school settings.



***The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.***

Sample Performance Indicators:

The teacher...

- encourages students to respect themselves and others.
- communicates clear expectations for appropriate interactions among students.
- models enthusiasm for and engagement in learning.
- encourages students to take pride in good work.
- enhances students' feelings of self-worth.
- incorporates principles of equal opportunity and non-discrimination into classroom management.
- provides equitable opportunities for student learning.
- promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom.

## Communication and Community Relations

***The teacher uses effective verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.***

Sample Performance Indicators:

The teacher...

- uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.
- articulates clear learning goals and instructional procedures to students.
- gives directions that are clear and reasonable and contain an appropriate level of detail.
- uses a variety of media communication tools to enrich learning opportunities.
- models effective communication strategies in conveying ideas and information.
- provides support for student expression in speaking, writing, and other media.

***The teacher forges partnerships with families to promote student learning at home and in the school.***

Sample Performance Indicators:

The teacher...

- responds promptly to parental concerns.
- demonstrates flexibility in planning meetings with parents.
- promotes parental involvement in the classroom and school.

- shares major instructional goals for the year with parents.
- initiates communication with parents or guardians concerning student progress or problems in a timely manner.
- establishes regular channels of communication between school and home.
- offers strategies for parents to assist in their children's education.

***The teacher works collaboratively with staff, families, and community resources to support the success of a diverse student population.***

Sample Performance Indicators:

The teacher...

- is sensitive to the social and cultural background of students and parents.
- uses multiple modes of communication to provide information to parents.
- encourages parent and community involvement in classroom activities.
- collaborates with staff, families, and community members to respond to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.
- supports community partnerships and uses community resources to enhance learning.
- works with community members in carrying out school and community-sponsored functions.

## Professionalism

***The teacher models professional, moral, and ethical standards as well as personal integrity in all interactions.***

Sample Performance Indicators:

The teacher...

- relates to colleagues, parents, and others in an ethical and professional manner.
- represents the school/program favorably in the school division/community.
- uses acceptable written and oral language.
- resolves concerns and problems in a constructive manner.
- maintains confidentiality appropriate to teaching assignment.
- maintains a professional demeanor and appearance.
- works in the best interest of the students, the school, and the community.

***The teacher takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.***

Sample Performance Indicators:

The teacher...

- participates in professional growth activities including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.

- evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in the field of professional specialization.
- comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices.
- collaborates with colleagues to improve and enhance instructional knowledge and skills.
- maintains proper licensure and certification.

***The teacher works in a collegial and collaborative manner with peers, school personnel, and the community to promote and support student learning.***

Sample Performance Indicators:

The teacher...

- demonstrates flexibility and a collaborative attitude in supporting co-workers/work team.
- maintains effective working relationships with other teachers.
- works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classrooms and grade levels.
- makes a positive contribution to the overall climate of the school and division.
- supports school and division-wide programs and activities.

- considers the interests and needs of other teachers and community stakeholders in promoting and supporting district goals and services.
- shares ideas and information with other teachers, school personnel, and community stakeholders.

***The teacher provides service to the profession, the division, and the community.***

Sample Performance Indicators:

The teacher...

- serves on school, division, state, and/or national committees.
- maintains an active role in professional and community organizations.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align school and division goals and activities with community endeavors.

## Appendix B

### Administrator Evaluation Criteria and Performance Indicators (Principals, Assistant Principals, and Central Office Instructional Personnel) Virginia Department of Education Suggested Guidelines

#### Planning and Assessment

***The administrator effectively employs various processes for gathering, analyzing, and using data for decision making.***

Sample Performance Indicators:

The administrator...

- applies current research related to effective techniques for gathering data from individuals, groups, and programs.
- gathers and analyzes data on student academic achievement through standardized test results and other student performance sources.
- identifies strengths and weaknesses in programs and practices to facilitate continuous improvement.
- applies and communicates statistical findings.
- plans and implements changes in programs and/or curricula based on data.
- conducts annual analyses of school's test and subtest scores by grade and discipline.

***The administrator collaboratively develops and implements a school improvement plan that results in increased student learning.***

Sample Performance Indicators:

The administrator...

- ensures the development and implementation of a biennial school plan approved by the superintendent.
- works collaboratively with faculty and staff to develop a vision and mission consistent with the division strategic plan.
- supports the mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- works collaboratively to develop long- and short-range goals and objectives consistent with needs assessment data.
- evaluates the effects of changes on student achievement and provides feedback on goal achievement and needs for improvement.
- keeps abreast of current literature regarding school reform.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

***The administrator plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement in the Standards of Learning.***

Sample Performance Indicators:

The administrator...

- demonstrates a working knowledge and understanding of the Standards of Learning and school division curricular requirements.
- articulates curricular goals and objectives to staff and other stakeholders.
- assists with the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning.
- works with staff to plan, implement, evaluate, and revise the curriculum on a systematic and ongoing basis.
- demonstrates knowledge of and applies current research related to best practices in curriculum and instruction.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.
- implements division testing program for students.
- uses varied assessment data to ensure that instructional programs are responsive to students' academic needs.

***The administrator develops plans for effective allocation of fiscal and other resources.***

Sample Performance Indicators:

The administrator...

- meets and works collaboratively with appropriate staff to determine budget needs and priorities.
- prioritizes budget requests to meet the needs of assigned curriculum/program(s).
- meets and works collaboratively with appropriate staff to determine priorities for effective allocation of space as well as human and other resources.
- monitors and assesses resource allocation.
- revises resource allocation plans based on implementation data.

## Instructional Leadership

***The administrator communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.***

Sample Performance Indicators:

The administrator...

- articulates a vision and works collaboratively to develop a mission and programs consistent with the division's strategic plan.
- emphasizes positive student achievement and continuous improvement.
- analyzes current academic achievement and teaching methods to make appropriate educational decisions and improve classroom instruction.

- monitors the delivery of appropriate remediation and intervention for students.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders.
- commits resources to the achievement of the mission and goals.
- demonstrates strong motivation and high standards and models self-evaluation.
- communicates commitment to protecting academic instructional time.
- recognizes, encourages, and celebrates excellence among staff and students.
- demonstrates and applies knowledge of effective instructional models and strategies.
- identifies best instructional practices for student groups with identified needs.
- provides instructional resources, materials, training, and support to accomplish instructional goals.

***The administrator selects, inducts, supports, evaluates, and retains quality instructional and support personnel.***

Sample Performance Indicators:

The administrator...

***The administrator supervises the alignment, coordination, and delivery of assigned programs and/or curricular areas.***

Sample Performance Indicators:

The administrator...

- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- meets and works with staff on a regular basis to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- monitors coordination of instructional programs with state and local standards.
- maintains and disseminates a current handbook of personnel policies and procedures.
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records.
- evaluates instructional alignment with the Standards of Learning to ensure students' successful attainment of the knowledge and skills indicated.
- evaluates classroom practices and methods for improvement of instruction.

- provides support and resources for staff to improve job performance, and recognizes and supports the achievements of highly effective staff members.

***The administrator provides staff development programs consistent with program evaluation results and school instructional improvement plans.***

Sample Performance Indicators:

The administrator...

- leads the development and implementation of a systematic professional development plan for individuals and for the school.
- involves school staff in identifying staff development needs based on student achievement data.
- provides staff development that supports effective instruction.
- shares knowledge and information about new, improved, or alternative methods of instruction and related issues.
- meets with instructional teams and teachers regularly to discuss ongoing school improvement efforts.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- disseminates information about conferences, course work, and membership in professional organizations.
- supports staff participation in internal and external professional development opportunities as appropriate.

***The administrator identifies, analyzes, and resolves problems using effective problem-solving techniques.***

Sample Performance Indicators:

The administrator...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.
- delegates responsibility appropriately to staff members.
- maintains focus on school and division missions and goals.
- promotes an atmosphere of mutual respect and courtesy.

## Safety and Organizational Management for Learning

***The administrator maintains effective discipline and fosters a safe and positive environment for students and staff.***

Sample Performance Indicators:

The administrator...

- ensures a safe, secure, orderly, clean, and attractive school environment.

- clearly communicates expectations regarding behavior to students, staff, and parents.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school division code of conduct and appropriate disciplinary procedures in a timely and consistent manner.
- establishes effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.
- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern, and high expectations to students, staff, and parents.
- recognizes students and staff for their academic, co-curricular, personal, and professional achievements.
- organizes schedule to keep time students are out of class to a minimum.
- monitors and provides supervision for all programs and activities.
- oversees the general maintenance, upkeep, and appearance of the school (building administrators only).
- monitors established routines and use of facilities on a regular and timely basis (building administrators only).

***The administrator effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.***

Sample Performance Indicators:

The administrator...

***The administrator effectively coordinates the daily operation of the assigned area of responsibility.***

Sample Performance Indicators:

The administrator...

- follows federal, state, and local statutes, regulations, policies, and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- establishes and uses accepted procedures for receiving and disbursing funds.
- maintains records of receipts and disbursements of all funds handled.
- keeps staff informed about status of budget requests, equipment purchases, and materials ordered.
- monitors the efficient use of instructional resources.
- works with staff to establish an effective schedule for use of shared resources.
- accurately maintains personnel records.
- organizes staff to conduct daily routines efficiently, use space effectively, and ensure appropriate instructional time.
- publicizes routines and procedures through handbooks, orientation sessions, and other means.
- protects academic instructional time from unnecessary interruptions.



- maintains current record of licensure, endorsement, and in-service training completed by staff.
- adheres to established evaluation schedules, timelines, and procedures.

***The administrator demonstrates effective organizational skills to achieve school, community, and division goals.***

Sample Performance Indicators:

The administrator..

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion.
- performs duties in an accurate and timely manner.
- maintains accurate student records to ensure that criteria for promotion/placement/instructional intervention are included.
- maintains accurate drop-out records to work towards drop-out prevention.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- maintains an acceptable work space.

## Communication and Community Relations

***The administrator promotes effective communication and interpersonal relations with students and staff.***

Sample Performance Indicators:

The administrator..

- promotes a climate of trust within the school.
- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with classroom teachers, specialists, and administrators in promoting the division's mission and in communicating expectations.

***The administrator promotes effective communication and interpersonal relations with parents and other community members.***

Sample Performance Indicators:

The administrator..

- communicates school and division goals, objectives, and expectations to stakeholders.

- maintains visibility and accessibility to parents and the community.
- uses multiple modes of communication to notify stakeholders of issues, events, and useful information regarding curriculum and programs in a timely manner.
- clarifies collaborative roles of school and home in promoting student learning and meeting curricular goals.
- communicates evidence of progress toward goals and objectives.
- monitors the development and distribution of staff and student handbooks.
- uses acceptable written and oral language.

***The administrator works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.***

Sample Performance Indicators:

The administrator...

- plans for and solicits parent and community member input.
- promotes the development of community partnerships.
- encourages parental and community involvement in promoting school goals.
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- seeks grants and other community resources to support school goals.
- treats people with respect.

- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the school-community.
- promotes the value of understanding and celebrating school and community cultures.

## Professionalism

***The administrator models professional, moral, and ethical standards as well as personal integrity in all interactions.***

Sample Performance Indicators:

The administrator...

- relates to co-workers, customers/clients, and others in an ethical and professional manner.
- represents the school/office/program favorably in the school division/community.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions.
- maintains a professional demeanor and appearance appropriate to responsibilities.

***The administrator works in a collegial and collaborative manner with other administrators, school personnel, and the community to promote and support the mission and goals of the school division.***

Sample Performance Indicators:

The administrator...

- demonstrates flexibility and a collaborative attitude in supporting colleagues/work teams.

- supports the organization and advances the mission/goals.
- supports division-wide programs and activities and makes a positive contribution to the overall climate of the school and division.
- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of other administrators and community stakeholders in promoting and supporting district goals and services.

***The administrator takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.***

Sample Performance Indicators:

The administrator...

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- evaluates and identifies areas of personal strength and weakness related to professional skills and their impact on student learning.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, in one's own field of professional specialization.
- comprehends and applies current research of educational issues, trends, and practices.
- networks with colleagues to share knowledge about effective educational practices and to

improve and enhance administrative knowledge, skills, and organizational success.

- maintains proper licensure and certification.

***The administrator provides service to the profession, the division, and the community.***

Sample Performance Indicators:

The administrator...

- serves on division, state, and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align school and division goals and activities with community endeavors.

## Appendix C

### Superintendent Evaluation Criteria and Performance Indicators

#### Virginia Department of Education Suggested Guidelines

##### Planning and Assessment

***The superintendent effectively employs various processes for gathering, analyzing, and using data for decision making.***

Sample Performance Indicators:

The superintendent...

- applies current research related to effective techniques for gathering data from individuals, groups, programs, and the community, and uses reliable data in making decisions.
- reviews analyses of student academic achievement through standardized test results and other academic sources.
- provides staff with data in a collaborative effort to determine needs for improvement.
- applies and communicates statistical findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.
- plans and implements changes in programs and/or curricula based on data.
- reviews annual analyses of division's test and sub-test scores by school and discipline in order to assess school improvement and monitor improvement plans.

***The superintendent organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.***

Sample Performance Indicators:

The superintendent...

- provides leadership in the development of a shared vision for educational improvement and of a strategic plan to attain that vision.
- implements strategies for the inclusion of staff and various stakeholders in the planning process.
- supports the division's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.
- works collaboratively to develop long- and short-range goals and objectives consistent with the school division's strategic plan and monitors progress in achieving long- and short-range goals and objectives.
- provides feedback to principals on goal achievement and needs for improvement.
- supports staff through the stages of the change process.
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process.

***The superintendent plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the Standards of Learning.***

Sample Performance Indicators:

The superintendent...

- demonstrates a working knowledge and understanding of the Standards of Learning and division curricular requirements.
- supports the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning.
- oversees the planning, implementation, evaluation, and revision of the curriculum on a systematic and ongoing basis.
- provides resources and materials to accomplish instructional goals for all students.
- facilitates programs/curricular changes to meet state or federal requirements.
- monitors and assesses the effect of the programs and/or curricula on student achievement.

***The superintendent develops plans for effective allocation of fiscal and other resources.***

Sample Performance Indicators:

The superintendent...

- acquires, allocates, and manages division resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.
- allocates resources consistent with the mission and strategic plan of the division.

- meets and works collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.
- utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.
- monitors and assesses resource allocation.
- revises resource allocation plans based on implementation data.

## Instructional Leadership

***The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.***

Sample Performance Indicators:

The superintendent...

- demonstrates personal commitment to achieving the mission of the school division.
- articulates a shared vision to all constituencies and ensures that staff members are working in concert with the division's strategic plan.
- informs members of the board and community of current research related to best practices in curriculum and instruction.
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues.
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders.
- recognizes, encourages, and celebrates excellence among staff and students.

- demonstrates strong motivation and high standards and models self-evaluation.

***The superintendent oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.***

Sample Performance Indicators:

The superintendent...

- articulates curricular goals, objectives, and frameworks to staff and other stakeholders.
- works with staff to develop a written plan for the coordination and articulation of curricular goals.
- works with the board, staff, and community representatives to identify needs and determine priorities regarding program delivery.
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.
- monitors coordination of instructional programs with state and local standards.
- facilitates the effective coordination and integration of division curricular and co-curricular programs.

***The superintendent selects, inducts, supports, evaluates, and retains quality instructional and support personnel.***

Sample Performance Indicators:

The superintendent...

- maintains and disseminates a current handbook of personnel policies and procedures.

- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates.
- makes recommendations regarding personnel decisions consistent with established policies and procedures.
- oversees the recruitment, appointment, induction, and assignment of the most qualified personnel available.
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees.
- sets high standards for staff performance.
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records.
- recommends the reappointment and/or promotion of competent, effective personnel.
- provides support and resources for staff to improve job performance and recognizes and supports the achievements of highly effective staff members.

***The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.***

Sample Performance Indicators:

The superintendent...

- leads the development and implementation of a systematic professional development plan for individuals, including members of the board, and for the division.

- works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.
- meets with principals regularly to assess ongoing school improvement efforts.
- evaluates the effectiveness of the professional development plan in relation to division goals.
- encourages participation in relevant conferences, course work, and activities of professional organizations.
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts.
- supports staff participation in internal and external professional development opportunities as appropriate.

***The superintendent identifies, analyzes, and resolves problems using effective problem-solving techniques.***

Sample Performance Indicators:

The superintendent...

- identifies and addresses problems in a timely and effective manner.
- demonstrates fairness in identifying multiple points of view around problem situations.
- involves stakeholders in analyzing problems and developing solutions.
- monitors implementation of problem resolutions.
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality.

- delegates responsibility appropriately to staff members.
- maintains focus on school and division mission and goals.
- promotes an atmosphere of mutual respect and courtesy.

## Safety and Organizational Management for Learning

***The superintendent actively supports a safe and positive environment for students and staff.***

Sample Performance Indicators:

The superintendent...

- facilitates the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a safe, orderly environment conducive to teaching and learning.
- clearly communicates expectations regarding behavior to students, staff, parents, and other members of the community.
- clearly communicates procedures for handling disciplinary problems.
- implements and enforces school division code of conduct and appropriate disciplinary policies and procedures in a timely and consistent manner.
- supports effective programs through which students develop self-discipline and conflict resolution skills.
- calmly and effectively manages emergency situations as they occur.

- is proactive in addressing potential problem situations.
- consistently conveys mutual respect, concern, and high expectations to students, staff, parents, and community members.
- recognizes students and staff for their academic, co-curricular, personal, and professional achievements.

***The superintendent develops procedures for working with the local board of education that define mutual expectations, working relationships, and strategies for formulating division policies.***

Sample Performance Indicators:

The superintendent...

- respects the policy-making authority and responsibility of the board.
- develops and uses a systematic means of keeping members of the board informed with complete, accurate information.
- facilitates the delineation of superintendent and board roles and the articulation of mutual expectations.
- recommends policy additions and/or modifications to improve student learning and division effectiveness.
- anticipates future needs and demonstrates a bias for action.
- values group interaction and problem solving.
- expresses opinions on policy issues directly to the board.
- supports and implements policy established by the board.

***The superintendent effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.***

Sample Performance Indicators:

The superintendent...

- complies with federal, state, and local statutes, regulations, policies, and procedures.
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals.
- demonstrates effectiveness in obtaining necessary resources.
- establishes and uses accepted procedures for receiving and disbursing funds.
- ensures that expenditures are within limits approved by the board.
- implements appropriate management techniques and group processes to define roles, delegate activities and responsibilities, and determine accountability for goal attainment.
- prepares and implements short- and long-range plans for facilities and sites.
- ensures proper maintenance and repair of division property and equipment.
- monitors any construction, renovation, or demolition of division buildings.
- regularly reports to the board on the financial condition of the division.
- monitors the efficient use of resources.
- works with staff to establish an effective schedule for use of shared resources.
- ensures the maintenance of accurate personnel records.



***The superintendent demonstrates effective organizational skills to achieve school, community, and division goals.***

Sample Performance Indicators:

The superintendent...

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures.
- ensures compliance and follow-through regarding policies and procedures.
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion.
- performs duties in an accurate and timely manner.
- maintains appropriate and accurate records.
- efficiently and appropriately prioritizes and addresses multiple issues and projects.
- systematically evaluates progress on achieving established goals.
- keeps the board, staff and community apprised of progress in achieving the division's goals.

## Communication and Community Relations

***The superintendent promotes effective communication and interpersonal relations within the school division.***

Sample Performance Indicators:

The superintendent...

- promotes a climate of trust and teamwork within the division.

- facilitates constructive and timely communication.
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives.
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation.
- maintains visibility and accessibility to staff.
- solicits staff input to discuss issues and goals and to promote effective decision-making.
- establishes and maintains a collaborative relationship with staff members in promoting the division's mission and in communicating expectations.

***The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.***

Sample Performance Indicators:

The superintendent...

- accepts responsibility for maintaining communication between the board and division personnel.
- anticipates, analyzes, and discusses emerging educational/division issues with the board on a regular basis.
- systematically provides accurate, relevant information to the board to facilitate decision-making.
- establishes, maintains, and evaluates a planned, two-way system of communication with community constituencies.

- communicates school and division goals, objectives, and expectations to stakeholders.
- is politically astute and demonstrates the skills necessary to build community support for division goals and priorities.
- works cooperatively with representatives of the news media.
- establishes partnerships with public and private agencies to enhance the division's ability to serve students and other constituents.
- uses acceptable written and oral language.

***The superintendent works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.***

Sample Performance Indicators:

The superintendent...

- is responsive to the conditions and dynamics of the diversity within the school community.
- treats people with respect.
- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.
- is knowledgeable about laws regarding individual and group rights and responsibilities and scrupulously avoids actions that might violate them.
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- promotes the value of understanding and celebrating school/community cultures.

## Professionalism

***The superintendent models professional, moral, and ethical standards as well as personal integrity in all interactions.***

Sample Performance Indicators:

The superintendent...

- relates to board members, staff, and others in an ethical and professional manner.
- maintains the physical and emotional wellness necessary to meet the responsibilities of the position.
- serves as an articulate spokesperson for the school division and represents the division favorably at the local, state, and national levels.
- resolves concerns and problems in an appropriate manner.
- respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates.
- maintains a professional demeanor and appearance appropriate to responsibilities.

***The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division.***

Sample Performance Indicators:

The superintendent...

- demonstrates flexibility and a collaborative attitude in supporting professionals and other staff/work teams.
- supports the division and advances its mission/goals.

- establishes and supports a division culture that encourages collaboration and teamwork in achieving goals.
- maintains effective working relationships with other administrators and staff.
- shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services.
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- maintains proper licensure and certification.

***The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.***

Sample Performance Indicators:

The superintendent...

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level.
- evaluates and identifies areas of personal strength and weakness related to providing division leadership.
- sets goals for improvement of skills and professional performance.
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, and shares the information with appropriate staff.
- comprehends and applies current research of educational issues, trends, and practices.

***The superintendent provides service to the profession, the division, and the community.***

Sample Performance Indicators:

The superintendent...

- serves on division, state, and/or national committees and maintains an active role in professional organizations.
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor.
- organizes, facilitates, and presents at local, state and/or national conferences.
- supports and participates in efforts to align division goals and activities with community endeavors.