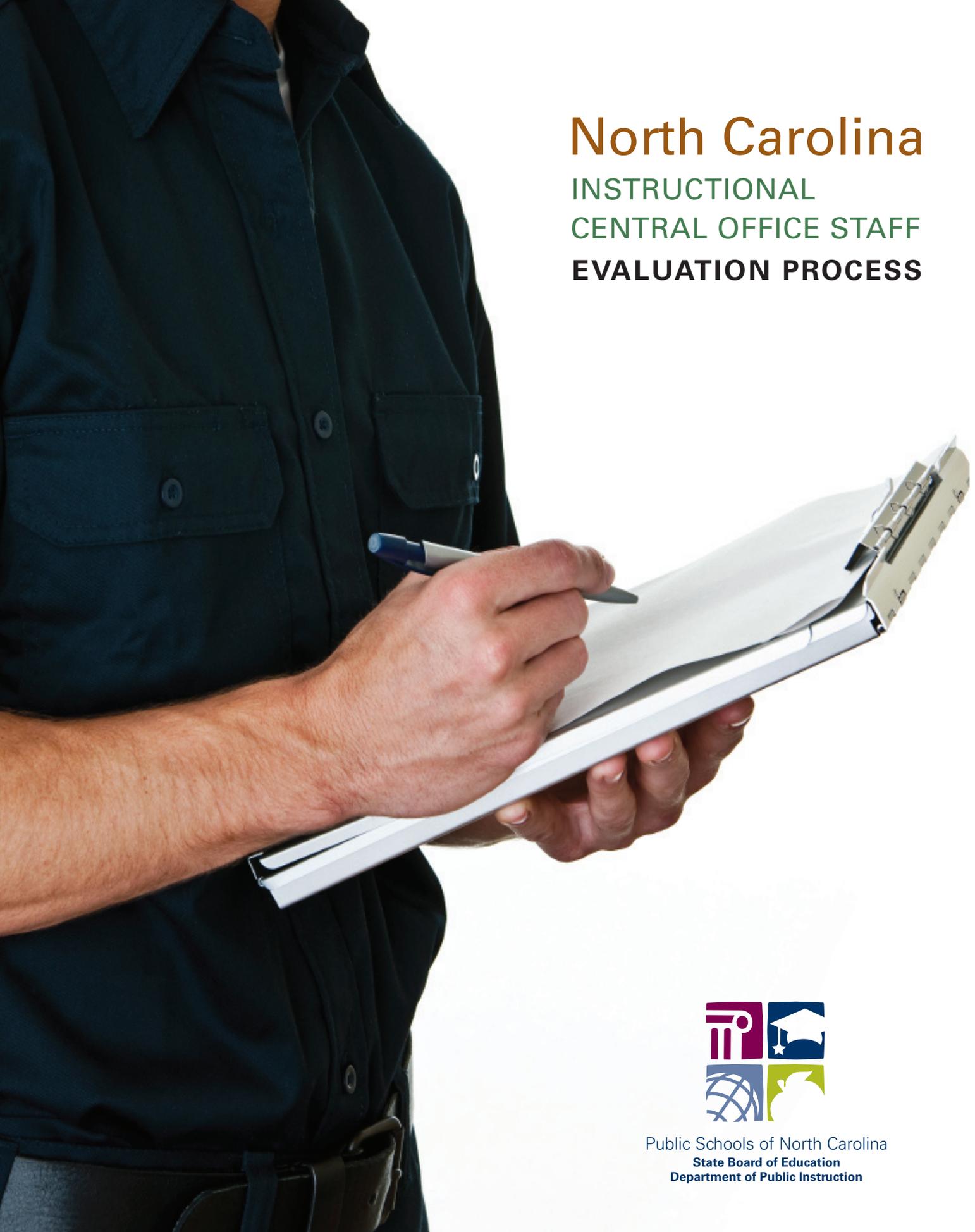


North Carolina

INSTRUCTIONAL
CENTRAL OFFICE STAFF
EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

State Board of Education

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Introduction

Effective leadership means more than simply knowing what to do—it’s knowing when, how, and why to do it. Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving. They know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership.¹

This combination of knowledge and skills is the focus of the instructional central office staff² evaluation process developed by McREL for the North Carolina Department of Public Instruction. By using the results of the evaluation to guide their own professional development and individual learning strategies, instructional central office staff members will be able to chart a course for professional growth and development, command the respect of colleagues, and lead the school system to ever greater accomplishments.

Purposes of the Evaluation

The instructional central office staff evaluation process will:

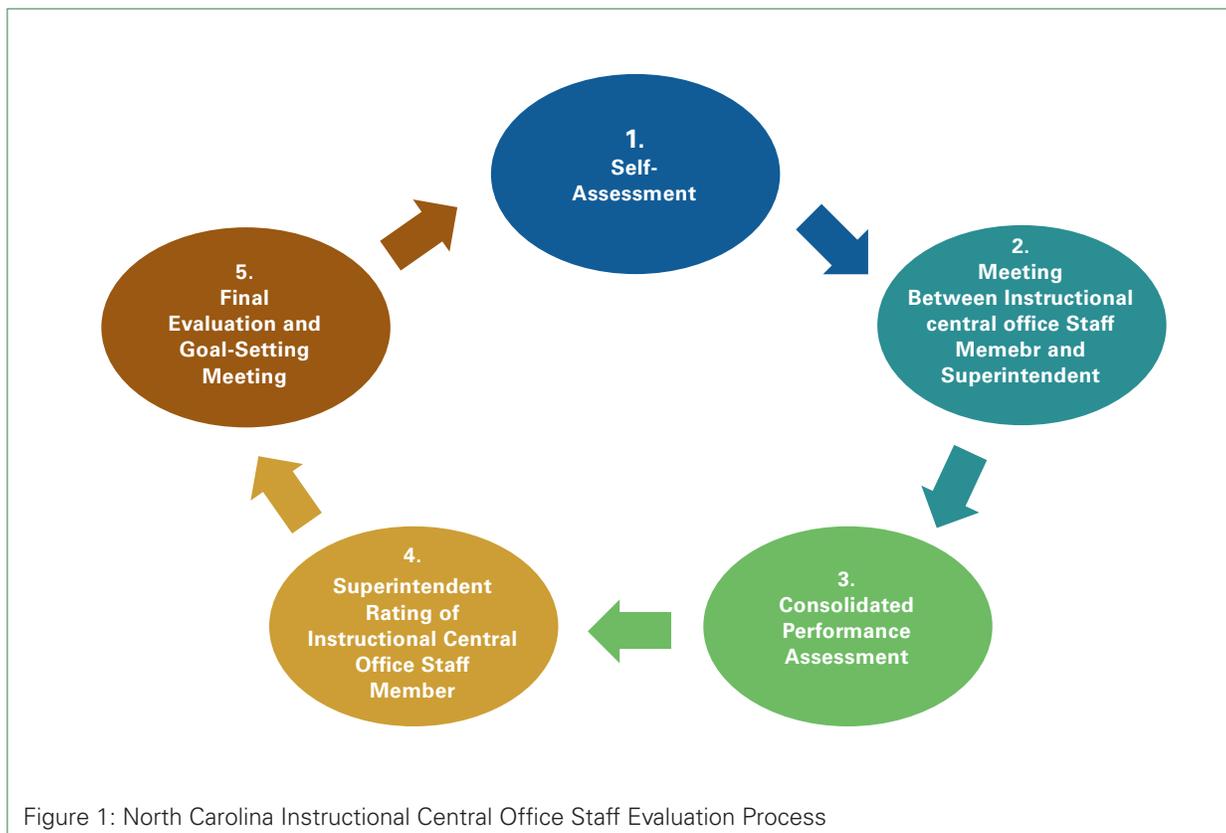
- Serve as a guide for instructional central office staff members as they reflect upon and improve their effectiveness as district leaders;
- Inform higher education programs in developing the content and requirements of degree programs that prepare future instructional central office staff members;
- Focus the goals and objectives of districts as they support, monitor, and evaluate principals and other key district staff;
- Guide professional development for the instructional central office staff member as well as other district employees; and
- Serve as a tool in developing coaching and mentoring programs for instructional central office staff members.

The intended purpose of the North Carolina Instructional Central Office Staff Evaluation Process is to assess instructional central office staff members in relation to research-based strategies that have been proven to be effective. The instructional central office staff member being evaluated will take the lead in conducting the evaluation process through the use of self-assessment, reflection and gathering input from various stakeholders with an interest in the leadership in the district, including the superintendent. The evidence and documentation gathered is not intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards. The following steps outline the required elements of the North Carolina Instructional Central Office Staff Evaluation Process.

¹ Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

² Instructional central office staff members who should be evaluated using this instrument are deputy, assistant, and associate superintendents as well as all other instructional staff members with a rank of director or above.

Steps of the Evaluation Process



Step 1: Self-Assessment

Each school year, the superintendent will inform the instructional central office staff member that an evaluation of his or her performance needs to be conducted. In preparation for the first discussion related to the evaluation, the instructional central office staff member will assess his or her own performance using the Rubric for Evaluating North Carolina Instructional Central Office Staff (see p. 4). This self-assessment will serve as the basis for setting preliminary goals for the upcoming academic year.

Step 2: Meeting Between Instructional Central Office Staff Member and Superintendent

At this meeting, the superintendent will provide the instructional central office staff member a complete set of materials guiding the evaluation process and an explanation of the process, the timeline, and the rubric used to determine the instructional central office staff member's level of performance. The instructional central office staff member and the superintendent will agree on the conditions of the evaluation including its scope, timeline, goals, evidence and documentation necessary to demonstrate proficiency, potential consequences of poor performance, and potential benefits of accomplished or distinguished performance. Each instructional central office staff member should be thoroughly familiar with the North Carolina Instructional Central Office Staff Evaluation Process and all of the materials associated with it, including definitions and forms. The instructional central office staff member also will share with the superintendent the results of the self-assessment and his or her plans for each area that needs to be addressed during the year. Such areas may include items that need improvement as well as areas of strength that should be expanded and enhanced.

Step 3: Consolidated Performance Assessment

The instructional central office staff member will collect, analyze, and synthesize the information agreed upon with the superintendent in Step 2 in order to prepare a comprehensive picture of performance throughout the year. This summary of the evidence and documentation needed to judge performance should be provided to the superintendent well in advance of the performance discussion at which final performance levels will be discussed.

Step 4: Superintendent Rating of Instructional Central Office Staff Member

The superintendent will independently rate the instructional central office staff member's performance using the Rubric for Evaluating North Carolina Instructional Central Office Staff. They will then meet to discuss their individual ratings and to agree upon a single rating for each of the standards and each element associated with the standard.

Step 5: Final Evaluation and Goal-Setting Meeting

The instructional central office staff member and the superintendent will discuss the instructional central office staff member's progress toward achieving goals established for the year and the level of performance on standards as documented in steps 1 and 4. This discussion will include the self-assessment, consolidated assessment, and the superintendent's summary evaluation of the instructional central office staff member, which have been prepared in advance of the meeting. Should additional data or documents need to be brought into the discussion, the instructional central office staff member and superintendent will agree on those needed for the review and a timeline for providing such information for the superintendent's consideration. At this meeting, the instructional central office staff member and the superintendent will agree upon performance goals and recommendations for the subsequent school year. All forms needed to complete this process are included in this manual.

It will be helpful to understand the responsibilities of the instructional central office staff member and the superintendent as they engage in this process. The table below outlines those responsibilities.

INSTRUCTIONAL CENTRAL OFFICE STAFF MEMBER RESPONSIBILITIES	SUPERINTENDENT RESPONSIBILITIES
<ul style="list-style-type: none"> ▪ Understand the North Carolina Instructional Central Office Staff Evaluation Process. ▪ Prepare for Step 2, the meeting with the superintendent to agree upon the guidelines for conducting the evaluation. This preparation will include completing a self-assessment, reviewing performance goals and determining which have been met and which are short of completion, and identifying change initiatives underway at their school. ▪ Gather data, documents, and evidence to support performance in relation to the standards and progress toward attaining goals. ▪ Develop and implement strategies to improve personal performance or attain goals in areas individually or collaboratively identified. ▪ Finalize goals and end-of-year evaluation with evaluator as soon as student achievement data is received. 	<ul style="list-style-type: none"> ▪ Participate in training to understand and implement the North Carolina Instructional Central Office Staff Evaluation Process. ▪ Ensure that all steps of the evaluation process are conducted as described in this document. ▪ Identify the instructional central office staff members' strengths and areas for improvement and make recommendations for improving performance. ▪ Ensure the contents of the Instructional Central Office Staff Summary Evaluation Worksheet contains accurate information and accurately reflects the instructional central office staff member's performance. ▪ Participate in the evaluation discussions and guide the instructional central office staff member in establishing goals for the subsequent year.

Rubric for Evaluating North Carolina Instructional Central Office Staff

The following rubric was developed to align with and exemplify the North Carolina Standards for Superintendents (see Appendix B) approved by the State Board of Education in 2007. Standards for superintendents are the foundation for the North Carolina Instructional Central Office Staff Evaluation Process. The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record evaluator ratings of the instructional central office staff member and his or her self-assessment, and to document end-of-year ratings based on all evaluation activities. A form for summarizing the instructional central office staff member's ratings also accompanies the rubric. Together, these materials form the core of the North Carolina Instructional Central Office Staff Evaluation Process.

The instructional central office staff member's performance will be noted as follows:

Developing: Instructional central office staff member demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

Proficient: Instructional central office staff member demonstrated basic competence on standard(s) of performance.

Accomplished: Instructional central office staff member exceeded basic competence on standard(s) of performance most of the time.

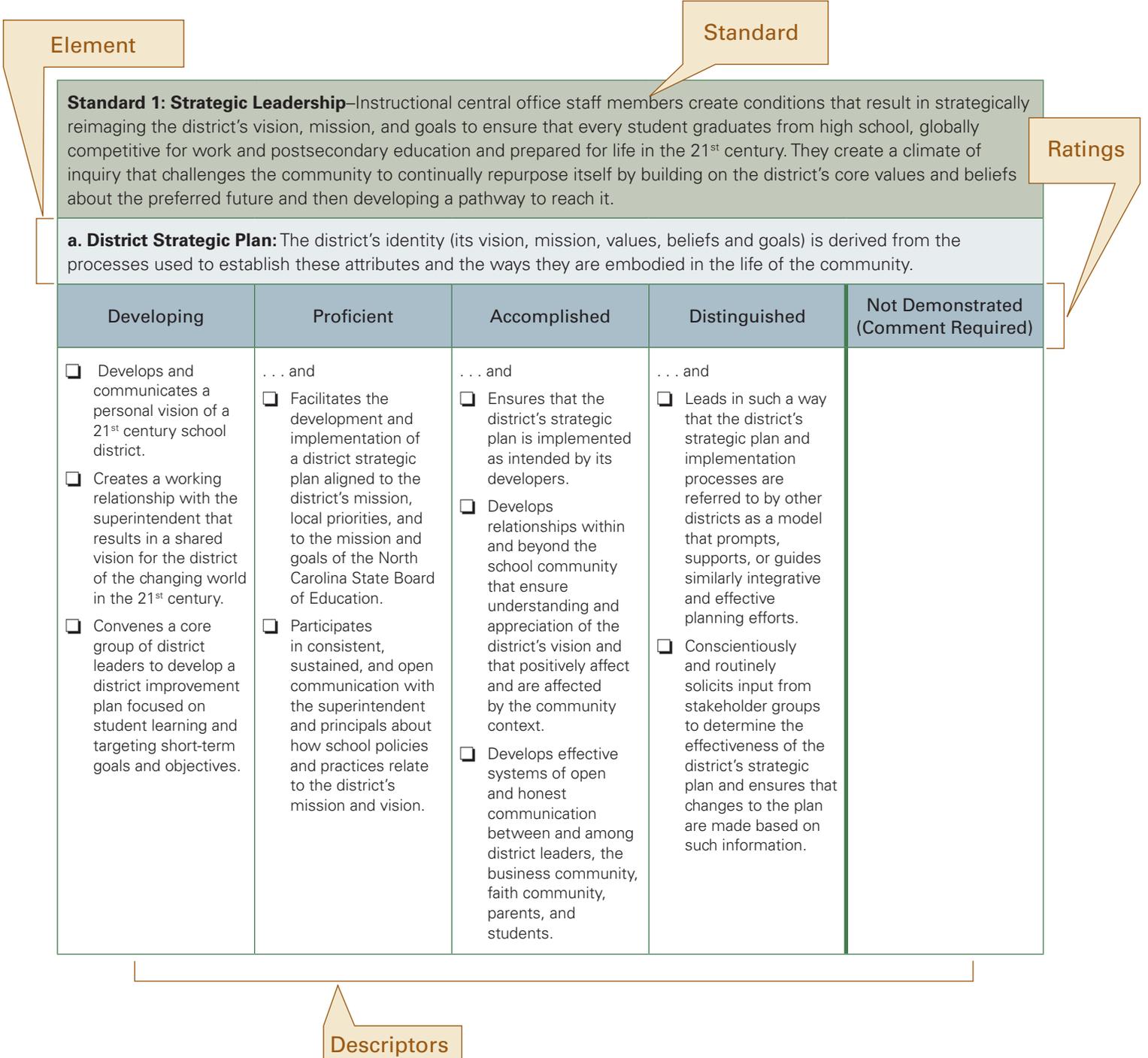
Distinguished: Instructional central office staff member consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Instructional central office staff member did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the "Not Demonstrated" rating is used, the evaluator must comment about why it was used.)

These levels are cumulative across the rows of the rubric. The "Developing" instructional central office staff member may exemplify the skills expected of an instructional central office staff member who is new to the position or an experienced instructional central office staff member who is working in a new school, or who needs a new skill in order to meet the standard. A "Proficient" instructional central office staff member must exhibit the skills and knowledge described under the "Developing" header as well as those under "Proficient." Likewise, a "Distinguished" instructional central office staff member exhibits all of the skills and knowledge described for that element across the row. Occasionally, an instructional central office staff member might not demonstrate evidence of proficiency on a particular element. In that case, the "Not Demonstrated" column should be selected. This column may also be used to document evidence that an instructional central office staff member is performing at a level below expectations or below standard. If the evaluator chooses that column, then a comment must be made as to why it was selected.

This instrument should be used to monitor the instructional central office staff member's progress toward consistently using practices that leadership research has identified as necessary in order to improve the amount of learning that takes place in a school. The rubric should be completed by instructional central office staff members as a self-assessment of their performance during the year. Superintendents will use the rubric to complete their assessment of the instructional central office staff member's performance for the same time period. Likewise, the instructional central office staff member and the superintendent will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the instructional central office staff member.

How the Rubric is Constructed



How to Score the Rubric

The descriptors within each element are cumulative across the rows. To be rated “Distinguished” on any element, the instructional central office staff member must exhibit all of the descriptors under “Developing,” “Proficient,” and “Accomplished,” as well as all of the descriptors for “Distinguished.” The example below illustrates the scoring strategy for each descriptor. The person rating the instructional central office staff member (the evaluator) will begin at the left column and check the descriptors the instructional central office staff member demonstrates. The evaluator should rate the instructional central office staff member on all of the descriptors by marking the box beside each element in evidence. If the instructional central office staff member does not demonstrate that practice, the evaluator should leave the box blank. If the evaluator cannot check any of the practices under the other four columns, the instructional central office staff member is rated “Not Demonstrated.” In such cases, the evaluator MUST comment and provide guidance about how the instructional central office staff member needs to proceed toward obtaining the skills described under that element.

Standard 1: Strategic Leadership —Instructional central office staff members create conditions that result in strategically reimagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21 st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.				
a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Develops and communicates a personal vision of a 21st century school district. ✓ Creates a working relationship with the superintendent that results in a shared vision for the district of the changing world in the 21st century. <input type="checkbox"/> Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan aligned to the district’s mission, local priorities, and to the mission and goals of the North Carolina State Board of Education. ✓ Participates in consistent, sustained, and open communication with the superintendent and principals about how school policies and practices relate to the district’s mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. ✓ Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. 	

Figure 2: Example of How to Complete the Rubric

Rubric for Evaluating North Carolina Instructional Central Staff

Standard 1: Strategic Leadership—Instructional central office staff members create conditions that result in strategically reimagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Develops and communicates a personal vision of a 21st century school district. <input type="checkbox"/> Creates a working relationship with the superintendent that results in a shared vision for the district of the changing world in the 21st century. <input type="checkbox"/> Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. <input type="checkbox"/> Effectively communicates district improvement plan to principals. <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the North Carolina Teacher Working Conditions Survey) to develop goals and objectives and facilitate needed changes for improvement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan aligned to the district’s mission, local priorities, and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with the superintendent and principals about how school policies and practices relate to the district’s mission and vision. <p>Creates processes and procedures for developing, implementing, and maintaining the district’s strategic plan that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the periodic review and update of the district’s vision, mission, and strategic goals. <input type="checkbox"/> Drives decisions and reflects the culture of the district. <input type="checkbox"/> Establishes clear priorities among the district’s instructional goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that the district’s strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. <input type="checkbox"/> Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. <input type="checkbox"/> Establishes a rigorous and systematic approach to update or rewrite the district’s vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule. 	

b. Leading Change: The instructional central office staff member articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly articulates the skills and experiences students will need to live and work in the 21st century. <input type="checkbox"/> Identifies potential school and district changes for improving student learning. <input type="checkbox"/> Understands the fundamentals and value of program evaluation. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically challenges the status quo and implements change focused on improving student learning of 21st century knowledge and skills. <input type="checkbox"/> Routinely and systematically uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. <input type="checkbox"/> Clearly and regularly communicates to all stakeholders the results of evaluation of change efforts. <input type="checkbox"/> Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21st century skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increases student learning of 21st century knowledge and skills as a result of routine and systematic evaluation clearly indicate. <input type="checkbox"/> Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the changes that have brought about improvement in student learning. <input type="checkbox"/> Serves as a leader or mentor to assist other instructional central office staff members in guiding data-driven decision making and change. 	
c. Distributive Leadership: The instructional central office staff member creates and utilizes structures that distribute leadership and decision making throughout the district.				
<ul style="list-style-type: none"> <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input type="checkbox"/> Understands the culture of leadership in the district. <input type="checkbox"/> Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision making among staff members throughout the district. <input type="checkbox"/> Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. <input type="checkbox"/> Participates in consistent, sustained and open communication with the superintendent and principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements structures to distribute leadership and decision making in ways that include a wide range of stakeholders including parents and community members. <input type="checkbox"/> Creates policies, procedures, and processes that support distributed leadership. <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	

Comments:

Suggested Data and Documents:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plans are implemented, assessed and modified <input type="checkbox"/> Effectively functioning, elected school improvement teams <input type="checkbox"/> Instructional central office staff member's performance plan aligned with state and local strategic priorities and objectives | <ul style="list-style-type: none"> <input type="checkbox"/> Staff can articulate the district's direction and focus <input type="checkbox"/> Student performance data <input type="checkbox"/> Student achievement and testing data |
|--|--|

Standard 2: Instructional Leadership—Instructional central office staff members set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching; Curriculum, Instruction and Assessment: The instructional central office staff member leads the discussion about standards for curriculum, instruction, and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. <input type="checkbox"/> Knows 21st century curricular, instructional, and assessment practices. <input type="checkbox"/> Sets high expectations and concrete district goals focused on learning and teaching. <input type="checkbox"/> Articulates the practice of instructional central office staff leadership in the context of 21st century knowledge and skills. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century. <input type="checkbox"/> Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction, and assessment, and the state accountability program. <input type="checkbox"/> Designs scheduling processes that maximize learning time. <p>Implements 21st century:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional tools and best practices, <input type="checkbox"/> Assessment and feedback processes, <input type="checkbox"/> Professional development programs on instructional leadership, and <input type="checkbox"/> Uses of student assessment data to improve instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds all district staff accountable for achieving district learning and teaching goals. <input type="checkbox"/> Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21st century knowledge and skills. <input type="checkbox"/> Monitors the effectiveness of curriculum, instruction, and assessment in promoting increased student learning. <input type="checkbox"/> Uses the results of monitoring to make adaptations to curriculum, instruction, and assessment. <input type="checkbox"/> Ensures that instructional time is valued and protected across the district. <input type="checkbox"/> Develops appropriate rewards for and recognition of improved student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops policies and organizational structures to ensure that effective alignment practices are sustained. <input type="checkbox"/> Shares with the larger professional community practices and procedures that have resulted in improved student achievement. 	

Comments:

Suggested Data and Documents:

<input type="checkbox"/> District strategic plan	<input type="checkbox"/> Student performance data
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Use of formative assessment to impact instruction
<input type="checkbox"/> Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)	<input type="checkbox"/> District instructional evaluation program
<input type="checkbox"/> Student performance goals	

Standard 3: Cultural Leadership—Instructional central office staff members understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a instructional central office staff member must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

a. Focus on Collaborative Work Environment: The instructional central office staff member understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Collaborates with other instructional central office staff members, the superintendent, and principals. <input type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district.	... and <input type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district. <input type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, the superintendent, and other stakeholders regarding the strategic direction of the district. <input type="checkbox"/> Uses data to create and maintain a positive work environment. <input type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments.	... and <input type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. <input type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district.	... and <input type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district.	

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The instructional central office staff member acknowledges failures and celebrates accomplishments in order to define the identity, culture, and performance of the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes district shortcomings and accomplishments. <input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. <input type="checkbox"/> When possible, collaborates with principals to establish criteria for evaluating programs and performance. <input type="checkbox"/> Uses shortcomings as opportunities to improve. <input type="checkbox"/> Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the district's response to successes, and shortcomings. 	

c. Efficacy and Empowerment: The instructional central office staff member develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.

<ul style="list-style-type: none"> <input type="checkbox"/> Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district. <input type="checkbox"/> Understands the value of efficacy among district staff in promoting district goals. <input type="checkbox"/> Establishes an environment of trust among staff. <input type="checkbox"/> Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes an environment of trust among staff, students, parents, and the community at large. <input type="checkbox"/> Communicates a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
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Comments:

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Climate survey data <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Teacher retention data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Awards structures developed by the district and schools <input type="checkbox"/> Community support of the district
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Standard 4: Human Resource Leadership—Instructional central office staff members ensure that the district is a professional learning community with processes and systems that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Instructional central office staff members use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The instructional central office staff member ensures that the district is a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Implements professional learning communities throughout the district. <input type="checkbox"/> Supports ongoing professional development activities throughout the district. <input type="checkbox"/> Enlists the support of teachers to implement professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning. <input type="checkbox"/> Assures scheduling processes and protocols that provide individual and ongoing collaborative planning time for every teacher. <input type="checkbox"/> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. <input type="checkbox"/> Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages district leadership as a professional learning community to advance the district's strategic plan. <input type="checkbox"/> Monitors the efficacy of professional learning communities in promoting district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools. <input type="checkbox"/> Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district. 	

b. Recruiting, Hiring, Placing, and Mentoring Staff: The instructional central office staff member establishes processes and systems in order to ensure a high-quality, high-performing staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Identifies district and individual school needs regarding: <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting new staff. <input type="checkbox"/> Hiring new staff. <input type="checkbox"/> Placing new staff. <input type="checkbox"/> Mentoring new staff. 	... and Creates and implements effective policies and procedures for: <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting and retaining highly qualified and diverse personnel. <input type="checkbox"/> Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths. <input type="checkbox"/> Coaching and mentoring new staff members to support their success. <input type="checkbox"/> Identifies strategic positions in the district and has a succession plan for each key position. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> District policies and procedures result in a highly qualified and diverse staff. <input type="checkbox"/> Supports other district leaders in the development of effective recruitment and retention strategies. <input type="checkbox"/> Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies. <input type="checkbox"/> Makes recruitment and retention of highly qualified staff an operational priority in the district. 	

c. Teacher and Staff Evaluation: The instructional central office staff member ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably.	... and <ul style="list-style-type: none"> <input type="checkbox"/> Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. <input type="checkbox"/> Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System. <input type="checkbox"/> Establishes procedures to assure that multiple assessments are used to evaluate staff. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members. 	

Comments:

Suggested Data and Documents:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> District strategic plan <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure <input type="checkbox"/> Teacher, school executive, and staff diversity, recruitment, and retention data <input type="checkbox"/> Record of professional development provided staff and an assessment of the impact of professional development on student learning | <ul style="list-style-type: none"> <input type="checkbox"/> Leadership development plan <input type="checkbox"/> Copies of professional growth plans for school executives <input type="checkbox"/> District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets, and other resources, to meet the individual needs of each student <input type="checkbox"/> District leadership succession plan |
|---|--|

Standard 5: Managerial Leadership—Instructional central office staff members ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The instructional central office staff member must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

a. School Resources and Budget: The instructional central office staff member establishes budget processes and systems focused on, and resulting in, improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and plans for facility needs. <input type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input type="checkbox"/> Utilizes collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. <input type="checkbox"/> Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. 	

b. Conflict Management and Resolution: The instructional central office staff member effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district. <input type="checkbox"/> Understands that conflict is a part of shared human endeavor. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input type="checkbox"/> Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Allows others to express views that are contrary to her or his own views in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues. <input type="checkbox"/> Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	

c. Systematic Communication: The instructional central office staff member designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

<ul style="list-style-type: none"> <input type="checkbox"/> Communicates necessary information to relevant district staff members. <input type="checkbox"/> Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assures that district staff and stakeholder groups receive and exchange information in a timely manner. <input type="checkbox"/> Uses a variety of media to communicate with principals and other stakeholder groups. <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of media to communicate with all members of the community. <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. <input type="checkbox"/> Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. <input type="checkbox"/> Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	
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d. District Expectations for Students and Staff: The instructional central office staff member develops and enforces expectations, structures, rules, and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.	... and Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring: <ul style="list-style-type: none"> <input type="checkbox"/> Effective and efficient operations including management, business procedures, and scheduling. <input type="checkbox"/> The health and safety of students and staff including physical and emotional well-being. <input type="checkbox"/> The security of all sensitive and confidential data. 	... and <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. <input type="checkbox"/> Implements innovative approaches to increase the effectiveness and efficiency of district operations; improve the health, safety, and emotional well-being of students and staff; and ensure the security of all sensitive and confidential data.	... and <input type="checkbox"/> Evaluates the impact of district rules and procedures on safety, security, and well-being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions.	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community 		<ul style="list-style-type: none"> <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community emergency response plan 		

Standard 6: External Development Leadership—An instructional central office staff member, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the instructional central office staff member proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The instructional central office staff member designs structures and processes which result in parent and community engagement, support and ownership for the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies groups and potential partners within the community. <input type="checkbox"/> Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. <input type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds relationships with individuals and groups to support the district’s learning-teaching agenda and its potential for individual school and school district improvement. <input type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. <input type="checkbox"/> Creates opportunities for both staff involvement in the community and community involvement in the schools. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). <input type="checkbox"/> Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. <input type="checkbox"/> Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input type="checkbox"/> Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan. 	

b. Federal, State, and District Mandates: The instructional central office staff member designs protocols and processes in order to comply with federal, state, and district mandates.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines, understands, and communicates the impact of legal issues affecting public education. <input type="checkbox"/> Prepares and recommends district policies in compliance with local, state, and federal requirements. <input type="checkbox"/> Utilize legal systems to protect the rights of students and staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state, and district mandates. <input type="checkbox"/> Facilitates the implementation of state education policy. <input type="checkbox"/> Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance. <input type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately. <input type="checkbox"/> Utilizes legal systems to improve learning opportunities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Guides the development of district goals and initiatives directed at improving student achievement. <input type="checkbox"/> Develops in principals and other district staff the capacity to comply with local, state, and federal mandates. <input type="checkbox"/> Holds principals and other staff accountable for compliance with local, state, and federal mandates. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> Minutes from school board meetings <input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Business partnerships and projects involving business partners <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities 		<ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school and district accomplishment in various forms of public media <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Student enrollment data for community college and university courses 		

Standard 7: Micro-political Leadership—The instructional central office staff member promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the instructional central office staff member works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

a. Instructional Central Office Staff Member Micro-political Leadership: The instructional central office staff member develops systems and relationships to leverage staff expertise and influence in order to influence the district’s identity, culture, and performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization. <input type="checkbox"/> Surveys and understands the political, economic, and social aspects/ needs of groups in the community and of the community at large for effective and responsive decision making. <input type="checkbox"/> Maintains a positive working relationship with the school board. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in defining roles and mutual expectations that result in an effective working relationship with the superintendent. <input type="checkbox"/> Develops relationships with district and influential community groups that further the district’s goals of positive culture and student performance. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accesses local, state, and national political systems to provide input on critical educational issues. <input type="checkbox"/> Develops the capacity of principals and staff to foster relationships with influential school and school-community groups that further the district’s goals of positive culture and student learning. <input type="checkbox"/> Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Influences local, state, and national political systems on critical educational issues. <input type="checkbox"/> Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests. 	

Comments:

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making 	<ul style="list-style-type: none"> <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Instructional central office staff member’s performance goals
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Instructional Central Office Staff Summary Evaluation Worksheet

This form is used to summarize self-assessment and evaluator ratings in preparation for the final evaluation and goal-setting meeting. The instructional central office staff member should use this form to record his or her self-assessment ratings, and the evaluator should use this form to record performance ratings of the instructional central office staff member.

Name of instructional central office staff member: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

Not Demonstrated Developing Proficient Accomplished Distinguished	Strategic Leadership			Instructional Leadership			Cultural Leadership			Human Resource Leadership			Managerial Leadership			External Development Leadership			Micro-political Leadership								
	District Strategic Plan	Leading Change	Distributive Leadership	Overall: Strategic Leadership	Focus on Learning and Teaching; Curriculum, Instruction, & Assessment	Overall: Instructional Leadership	Focus on Collaborative Work Environment	Acknowledges Failures; Celebrates Accomplishments and Rewards	Efficacy and Empowerment	Overall: Cultural Leadership	Professional Dev./Learning Comm.	Recruiting, Hiring, & Mentoring Staff	Teacher and Staff Evaluation	Overall: Human Resource Leadership	School Resources and Budget	Conflict Management & Resolution	Systemic Communication	District Expectations for Students and Staff	Overall: Managerial Leadership	Parent and Community Involvement and Outreach	Federal, State, and District Mandates	Overall: External Development Leadership	Instructional Central Office Staff Member	Micro-political Leadership	Overall: Instructional Central Office Staff		

Instructional central office staff member signature _____ Date _____

Superintendent signature _____ Date _____

Instructional Central Office Staff Goal-Setting Form

Name: _____ School year: _____

District: _____

This goal-setting form should be completed by the instructional central office staff member following the self-assessment process. The proposed goals, as well as activities, outcomes, and time line, will be reviewed by the superintendent prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard.

Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
1. Strategic Leadership				
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-political Leadership				

Instructional central office staff member signature _____ Date _____

Superintendent signature _____ Date _____

Sample Completed Rubric for Evaluating North Carolina Instructional Central Office Staff

Standard 1: Strategic Leadership—Instructional central office staff members create conditions that result in strategically reimagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Develops and communicates a personal vision of a 21st century school district. ✓ Creates a working relationship with the superintendent that results in a shared vision for the district of the changing world in the 21st century. ✓ Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives. ✓ Effectively communicates district improvement plan to principals. ✓ Uses multiple sources of data (e.g., student performance data, data from the North Carolina Teacher Working Conditions Survey) to develop goals and objectives and facilitate needed changes for improvement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Facilitates the development and implementation of a district strategic plan aligned to the district’s mission, local priorities, and to the mission and goals of the North Carolina State Board of Education. ✓ Participates in consistent, sustained, and open communication with the superintendent and principals about how school policies and practices relate to the district’s mission and vision. <p>Creates processes and procedures for developing, implementing, and maintaining the district’s strategic plan that:</p> <ul style="list-style-type: none"> ✓ Ensures the periodic review and update of the district’s vision, mission, and strategic goals. ✓ Drives decisions and reflects the culture of the district. ✓ Establishes clear priorities among the district’s instructional goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Ensures that the district’s strategic plan is implemented as intended by its developers. ✓ Develops relationships within and beyond the school community that ensure understanding and appreciation of the district’s vision and that positively affect and are affected by the community context. <input type="checkbox"/> Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students. ✓ Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Leads in such a way that the district’s strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. ✓ Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district’s strategic plan and ensures that changes to the plan are made based on such information. <input type="checkbox"/> Establishes a rigorous and systematic approach to update or rewrite the district’s vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule. 	

b. Leading Change: The instructional central office staff member articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Clearly articulates the skills and experiences students will need to live and work in the 21st century. ✓ Identifies potential school and district changes for improving student learning. ✓ Understands the fundamentals and value of program evaluation. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Systematically challenges the status quo and implements change focused on improving student learning of 21st century knowledge and skills. ✓ Routinely and systematically uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. ✓ Clearly and regularly communicates to all stakeholders the results of evaluation of change efforts. ✓ Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. ✓ Is a driving force behind major initiatives that help students acquire 21st century skills. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Increases student learning of 21st century knowledge and skills as a result of routine and systematic evaluation clearly indicate. ✓ Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Institutionalizes the changes that have brought about improvement in student learning. ✓ Serves as a leader or mentor to assist other instructional central office staff members in guiding data-driven decision making and change. 	
c. Distributive Leadership: The instructional central office staff member creates and utilizes structures that distribute leadership and decision making throughout the district.				
<ul style="list-style-type: none"> ✓ Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. ✓ Understands the culture of leadership in the district. ✓ Articulates the rationale of distributed leadership. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Implements structures to distribute leadership and decision making among staff members throughout the district. ✓ Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. ✓ Participates in consistent, sustained and open communication with the superintendent and principals, particularly about how policies and practices relate to the district mission and vision. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Implements structures to distribute leadership and decision making in ways that include a wide range of stakeholders including parents and community members. ✓ Creates policies, procedures, and processes that support distributed leadership. <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected. 	

Comments:

Suggested Data and Documents:

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plans are implemented, assessed and modified <input type="checkbox"/> Effectively functioning, elected school improvement teams <input type="checkbox"/> Instructional central office staff member's performance plan aligned with state and local strategic priorities and objectives | <ul style="list-style-type: none"> <input type="checkbox"/> Staff can articulate the district's direction and focus <input type="checkbox"/> Student performance data <input type="checkbox"/> Student achievement and testing data |
|--|--|

Standard 2: Instructional Leadership—Instructional central office staff members set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching; Curriculum, Instruction and Assessment: The instructional central office staff member leads the discussion about standards for curriculum, instruction, and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. ✓ Knows 21st century curricular, instructional, and assessment practices. ✓ Sets high expectations and concrete district goals focused on learning and teaching. ✓ Articulates the practice of instructional central office staff leadership in the context of 21st century knowledge and skills. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century. ✓ Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction, and assessment, and the state accountability program. ✓ Designs scheduling processes that maximize learning time. <p>Implements 21st century:</p> <ul style="list-style-type: none"> ✓ Instructional tools and best practices, ✓ Assessment and feedback processes, ✓ Professional development programs on instructional leadership, and ✓ Uses of student assessment data to improve instruction. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Holds all district staff accountable for achieving district learning and teaching goals. ✓ Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21st century knowledge and skills. ✓ Monitors the effectiveness of curriculum, instruction, and assessment in promoting increased student learning. ✓ Uses the results of monitoring to make adaptations to curriculum, instruction, and assessment. ✓ Ensures that instructional time is valued and protected across the district. ✓ Develops appropriate rewards for and recognition of improved student achievement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Develops policies and organizational structures to ensure that effective alignment practices are sustained. ✓ Shares with the larger professional community practices and procedures that have resulted in improved student achievement. 	

Comments:

Suggested Data and Documents:

<ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> School improvement plan <input type="checkbox"/> Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey) <input type="checkbox"/> Student performance goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Use of formative assessment to impact instruction <input type="checkbox"/> District instructional evaluation program
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Standard 3: Cultural Leadership—Instructional central office staff members understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a instructional central office staff member must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

a. Focus on Collaborative Work Environment: The instructional central office staff member understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Collaborates with other instructional central office staff members, the superintendent, and principals. ✓ Solicits advice and guidance of key advisors and mentors. ✓ Uses multiple sources of data to understand the culture of the district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Designs elements of a collaborative and positive work environment throughout the district. ✓ Routinely and systematically seeks the advice and guidance of teachers, principals, staff, the superintendent, and other stakeholders regarding the strategic direction of the district. ✓ Uses data to create and maintain a positive work environment. ✓ Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. ✓ Monitors improvement of the work environment in individual schools and throughout the district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district. 	

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The instructional central office staff member acknowledges failures and celebrates accomplishments in order to define the identity, culture, and performance of the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Recognizes district shortcomings and accomplishments. ✓ Understands the importance of acknowledging concerns and celebrating accomplishments. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. ✓ When possible, collaborates with principals to establish criteria for evaluating programs and performance. ✓ Uses shortcomings as opportunities to improve. ✓ Utilizes reward and advancement as a way to promote the accomplishments of the district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Recognizes individual and collective contributions toward attainment of strategic goals. ☐ Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. ☐ Effectively communicates with stakeholder groups the successes and shortcomings of the district. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Institutionalizes the district's response to successes, and shortcomings. 	

c. Efficacy and Empowerment: The instructional central office staff member develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.

<ul style="list-style-type: none"> ✓ Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district. ✓ Understands the value of efficacy among district staff in promoting district goals. ✓ Establishes an environment of trust among staff. ✓ Builds efficacy and empowerment among staff. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Establishes an environment of trust among staff, students, parents, and the community at large. ✓ Communicates a belief in the ability of personnel to accomplish substantial outcomes. ✓ Implements strategies that build efficacy and empowerment among principals. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. ☐ Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. ☐ Uses collective efficacy and empowerment among stakeholder groups to impact student achievement. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. ☐ Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment. 	
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Comments:

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Climate survey data <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Teacher retention data 	<ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> Awards structures developed by the district and schools <input type="checkbox"/> Community support of the district
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Standard 4: Human Resource Leadership—Instructional central office staff members ensure that the district is a professional learning community with processes and systems that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Instructional central office staff members use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The instructional central office staff member ensures that the district is a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Implements professional learning communities throughout the district. ✓ Supports ongoing professional development activities throughout the district. ✓ Enlists the support of teachers to implement professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning. ✓ Assures scheduling processes and protocols that provide individual and ongoing collaborative planning time for every teacher. ✓ Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. ✓ Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Engages district leadership as a professional learning community to advance the district's strategic plan. ✓ Monitors the efficacy of professional learning communities in promoting district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools. ✓ Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district. 	

b. Recruiting, Hiring, Placing, and Mentoring Staff: The instructional central office staff member establishes processes and systems in order to ensure a high-quality, high-performing staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Identifies district and individual school needs regarding: <ul style="list-style-type: none"> ✓ Recruiting new staff. ✓ Hiring new staff. ✓ Placing new staff. ✓ Mentoring new staff. 	. . . and Creates and implements effective policies and procedures for: <ul style="list-style-type: none"> ✓ Recruiting and retaining highly qualified and diverse personnel. ✓ Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths. ✓ Coaching and mentoring new staff members to support their success. ✓ Identifies strategic positions in the district and has a succession plan for each key position. 	. . . and <ul style="list-style-type: none"> ✓ District policies and procedures result in a highly qualified and diverse staff. ✓ Supports other district leaders in the development of effective recruitment and retention strategies. ✓ Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	. . . and <ul style="list-style-type: none"> ✓ Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies. <input type="checkbox"/> Makes recruitment and retention of highly qualified staff an operational priority in the district. 	

c. Teacher and Staff Evaluation: The instructional central office staff member ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably. 	. . . and <ul style="list-style-type: none"> ✓ Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. ✓ Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. 	. . . and <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for the full and complete implementation of the North Carolina Educator Evaluation System. ✓ Establishes procedures to assure that multiple assessments are used to evaluate staff. 	. . . and <ul style="list-style-type: none"> ✓ Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members. 	

Comments:	
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> District strategic plan <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure <input type="checkbox"/> Teacher, school executive, and staff diversity, recruitment, and retention data <input type="checkbox"/> Record of professional development provided staff and an assessment of the impact of professional development on student learning 	
<ul style="list-style-type: none"> <input type="checkbox"/> Leadership development plan <input type="checkbox"/> Copies of professional growth plans for school executives <input type="checkbox"/> District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets, and other resources, to meet the individual needs of each student <input type="checkbox"/> District leadership succession plan 	

Standard 5: Managerial Leadership—Instructional central office staff members ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The instructional central office staff member must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

a. School Resources and Budget: The instructional central office staff member establishes budget processes and systems focused on, and resulting in, improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Identifies and plans for facility needs. ✓ Manages the district budget and resources according to legal and ethical standards. ✓ Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. ✓ Knows and is able to apply sound business practices for budgeting and accounting. ✓ Utilizes collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. ✓ Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. ✓ Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. ✓ Embeds transparency into the processes that create the district's financial policies and procedures. 	

b. Conflict Management and Resolution: The instructional central office staff member effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Demonstrates awareness of potential problems and/or areas of conflict within the district. ✓ Understands that conflict is a part of shared human endeavor. ✓ Articulates knowledge of strategies for constructively engaging conflict. ✓ Models appropriate behavior. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. ✓ Allows others to express views that are contrary to her or his own views in ways that are professionally appropriate. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Discusses with staff and implements solutions to address potentially discordant issues. ✓ Develops in principals and other staff the capacity to manage conflict. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result. 	

c. Systematic Communication: The instructional central office staff member designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

<ul style="list-style-type: none"> ✓ Communicates necessary information to relevant district staff members. ✓ Uses a variety of media to communicate to relevant staff and students. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Assures that district staff and stakeholder groups receive and exchange information in a timely manner. ✓ Uses a variety of media to communicate with principals and other stakeholder groups. ✓ Develops a system of communication that contributes to realizing district goals. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Uses a variety of media to communicate with all members of the community. ✓ Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. ✓ Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. ✓ Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	
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d. District Expectations for Students and Staff: The instructional central office staff member develops and enforces expectations, structures, rules, and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.</p>	<p>... and</p> <p>Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring:</p> <ul style="list-style-type: none"> ✓ Effective and efficient operations including management, business procedures, and scheduling. ✓ The health and safety of students and staff including physical and emotional well-being. ✓ The security of all sensitive and confidential data. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. ✓ Implements innovative approaches to increase the effectiveness and efficiency of district operations; improve the health, safety, and emotional well-being of students and staff; and ensure the security of all sensitive and confidential data. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Evaluates the impact of district rules and procedures on safety, security, and well-being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions. 	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community 		<ul style="list-style-type: none"> <input type="checkbox"/> NC Teacher Working Conditions Survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community emergency response plan 		

Standard 6: External Development Leadership—An instructional central office staff member, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the instructional central office staff member proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The instructional central office staff member designs structures and processes which result in parent and community engagement, support and ownership for the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Identifies groups and potential partners within the community. ✓ Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. ✓ Interacts with parents and community groups that have a critical role in developing support for the school district. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement. ✓ Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. ✓ Creates opportunities for both staff involvement in the community and community involvement in the schools. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). ✓ Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. ✓ Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. ✓ Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan. 	

b. Federal, State, and District Mandates: The instructional central office staff member designs protocols and processes in order to comply with federal, state, and district mandates.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Defines, understands, and communicates the impact of legal issues affecting public education. ✓ Prepares and recommends district policies in compliance with local, state, and federal requirements. ✓ Utilize legal systems to protect the rights of students and staff. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Designs protocols and processes that ensure compliance with federal, state, and district mandates. ✓ Facilitates the implementation of state education policy. ✓ Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance. ✓ Applies laws, policies, and procedures fairly, wisely, and considerately. ✓ Utilizes legal systems to improve learning opportunities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. ✓ Guides the development of district goals and initiatives directed at improving student achievement. ✓ Develops in principals and other district staff the capacity to comply with local, state, and federal mandates. ✓ Holds principals and other staff accountable for compliance with local, state, and federal mandates. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. 	

Comments:

<p>Suggested Data and Documents:</p> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> Minutes from school board meetings <input type="checkbox"/> Survey results from parents and other community leaders <input type="checkbox"/> Business partnerships and projects involving business partners <input type="checkbox"/> Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc. <input type="checkbox"/> Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities 	<ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school and district accomplishment in various forms of public media <input type="checkbox"/> Newsletters and other public engagement documents designed to strengthen connections to the community <input type="checkbox"/> Membership and participation with community organizations <input type="checkbox"/> Community college/university partnerships, collaborative projects, and professional development initiatives <input type="checkbox"/> Student enrollment data for community college and university courses
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Standard 7: Micro-political Leadership—The instructional central office staff member promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the instructional central office staff member works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

a. Instructional Central Office Staff Member Micro-political Leadership: The instructional central office staff member develops systems and relationships to leverage staff expertise and influence in order to influence the district’s identity, culture, and performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> ✓ Defines and understands the internal and external political systems and their impact on the educational organization. ✓ Surveys and understands the political, economic, and social aspects/ needs of groups in the community and of the community at large for effective and responsive decision making. ✓ Maintains a positive working relationship with the school board. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership in defining roles and mutual expectations that result in an effective working relationship with the superintendent. ✓ Develops relationships with district and influential community groups that further the district’s goals of positive culture and student performance. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Accesses local, state, and national political systems to provide input on critical educational issues. <input type="checkbox"/> Develops the capacity of principals and staff to foster relationships with influential school and school-community groups that further the district’s goals of positive culture and student learning. <input type="checkbox"/> Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Influences local, state, and national political systems on critical educational issues. ✓ Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests. 	

Comments:

Suggested Data and Documents:

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making | <ul style="list-style-type: none"> <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Instructional central office staff member’s performance goals |
|---|--|

Sample Completed Instructional Central Office Staff Summary Evaluation Rating Form

This form is to be jointly completed by the instructional central office staff member and the superintendent during the final evaluation and goal-setting meeting conducted at the end of the year.

Name of instructional central office staff member: _____ School year: _____

Evaluator: _____ District: _____

Evaluator's title: _____ Date completed: _____

Standard 1: Strategic Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs, and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.	✓				
b. Leading Change: The instructional central office staff member articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.			✓		
c. Distributive Leadership: The instructional central office staff member creates and utilizes structures that distribute leadership and decision making throughout the district.		✓			
Overall Rating for Standard 1	✓				

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p>___ District strategic plan</p> <p>✓ School improvement plan</p> <p>___ Evidence of school improvement team</p> <p>✓ Instructional central office staff member's performance plan aligned with state and local strategic priorities and objectives</p> <p>✓ Student performance data</p> <p>___ Student achievement and testing data</p> <p>___ Staff can articulate the district's direction and focus</p>
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Sample Completed Instructional Central Office Staff Summary Evaluation Worksheet

This form is used to summarize self-assessment and evaluator ratings in preparation for the final evaluation and goal-setting meeting. The instructional central office staff member should use this form to record his or her self-assessment ratings, and the evaluator should use this form to record performance ratings of the instructional central office staff member.

Name of instructional central office staff member: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

	Strategic Leadership		Instructional Leadership		Cultural Leadership			Human Resource Leadership			Managerial Leadership			External Development Leadership		Micro-political Leadership									
	District Strategic Plan	Leading Change	Distributive Leadership	Overall: Strategic Leadership	Focus on Learning and Teaching; Curriculum, Instruction, & Assessment	Overall: Instructional Leadership	Focus on Collaborative Work Environment	Acknowledges Failures; Celebrates Accomplishments and Rewards	Efficacy and Empowerment	Overall: Cultural Leadership	Professional Dev./Learning Comm.	Recruiting, Hiring, & Mentoring Staff	Teacher and Staff Evaluation	Overall: Human Resource Leadership	School Resources and Budget	Conflict Management & Resolution	Systemic Communication	District Expectations for Students and Staff	Overall: Managerial Leadership	Parent and Community Involvement and Outreach	Federal, State, and District Mandates	Overall: External Development Leadership	Instructional Central Office Staff Member	Micro-political Leadership	Overall: Instructional Central Office Staff
Not Demonstrated																									
Developing	✓			✓								✓	✓										✓		✓
Proficient			✓																						
Accomplished		✓																							
Distinguished					✓																				

Instructional central office staff member signature _____ Date _____

Superintendent signature _____ Date _____

Sample Completed Instructional Central Office Staff Goal-Setting Form

Name: _____ School year: _____

District: _____

This goal-setting form should be completed by the instructional central office staff member following the self-assessment process. The proposed goals, as well as activities, outcomes, and time line, will be reviewed by the superintendent prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
1. Strategic Leadership	District strategic plan	Develop and implement a process for routinely updating the district's strategic plan	Convene strategic planning steering committee Align update process with key benchmarks in the plan Gain steering committee consensus on the process Obtain superintendent and board approval of the process	Routine update of the district's strategic plan on a regular, agreed upon schedule	End of next school year
2. Instructional Leadership					
3. Cultural Leadership					
4. Human Resource Leadership	Teacher and staff evaluation	Hold principals and other district leaders accountable for implementing the North Carolina Educator Evaluation System			Beginning of next school year
5. Managerial Leadership	School resources and budget	Use value-added assessment to improve the relevancy and impact of resource allocation and use			End of next school year
6. External Development Leadership					
7. Micro-political Leadership	Instructional central office staff member micro-political leadership	Work with the superintendent to define the roles and responsibilities of the instructional central office staff and superintendent in order to enhance a positive working relationship		Roles and responsibilities of superintendent and instructional central office staff are clearly defined	End of next school year

Instructional central office staff member signature _____ Date _____

Superintendent signature _____ Date _____

Appendix A: Glossary

1. **Data**—Factual information used as the basis for reasoning, discussion, or planning.
2. **Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
3. **Performance goals**—Goals for improvement in professional practice based on the self-assessment and/or supervisor recommendation.
4. **Performance Rating Scale**—The following rating scale will be used for evaluating instructional central office staff members:
 - **Developing:** Instructional central office staff member demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - **Proficient:** Instructional central office staff member demonstrated basic competence on standard(s) of performance.
 - **Accomplished:** Instructional central office staff member exceeded basic competence on standard(s) for performance most of the time.
 - **Distinguished:** Instructional central office staff member consistently and significantly exceeded basic competence on standards of performance.
 - **Not Demonstrated:** Instructional central office staff member did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

Note: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.
5. **Research-based practice**—Education practice that is backed by rigorous evidence of effectiveness.
6. **Rubric for Evaluating North Carolina Instructional Central Office Staff**—A composite matrix of the standards, elements, and descriptors of the North Carolina Standards for instructional central office staff members.
7. **School executive**—A principal or assistant principal in North Carolina public schools.
8. **Self-assessment**—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others.
9. **Summary Evaluation Form**—A composite assessment of the school executive’s performance based on the evaluation rubric and supporting evidence.

Appendix B: North Carolina Standards for Superintendents

North Carolina Standards for Superintendents

*As Approved by the State Board of Education
September 6, 2007*

A 21st Century Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader – an executive instead of an administrator. Like their executive colleagues in business, government, or health and human services, superintendents must create school districts as organizations that can learn and change quickly if they are to improve performance. School systems need chief executive officers, supported by local boards of education, who are adept at creating systems for change and at building powerful relationships with and across all staff that tap into the collective knowledge and insight they possess and stir their passions for their work for children. Out of these relationships the superintendent must create a common shared understanding of the purpose of the work of the schools and school district and commitment to and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the district's identity empowers them to seek and build powerful alliances and partnerships with students, parents, and community stakeholders in order to enhance their ability to produce improved student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers and others; communication is honest and open; there is focus on the use of data, teamwork, and research-based best practices; and modern tools are used to drive ethical, principled, and goal-oriented action. This culture of disciplined thought is rooted in the ability of the superintendent to build a trusting, transparent environment for all stakeholders.

Philosophical Foundations of the Standards

The standards are predicated on the following beliefs:

- ⌘ Today's schools must have proactive leaders who possess a great sense of urgency to ensure that every student graduates from high school prepared for life in the 21st Century.
- ⌘ The primary goal of school district leadership is to transform schools so that large-scale, sustainable continuous improvement is built into their most basic modes of thinking and doing.

- ⌘ The moral purpose of school district leadership is to create schools in which all students learn, where the gaps between high and low performance are greatly diminished, and where what students learn prepares them for success in their futures.
- ⌘ Leadership is neither a position nor a person. It is a collection of practices that must be embedded in all job roles at all levels of schools and the school district.
- ⌘ The work of school district leadership is with, for, and through people. Leadership is a social act, in which people are the medium of change.
- ⌘ School district leadership does not require doing all tasks by oneself, but it does require creating systems and processes where all tasks can be accomplished at high levels of proficiency.
- ⌘ School district leadership depends on the superintendent's ability to select and develop a senior-level executive staff whose complementary strengths promote excellence in all seven standards for executive leadership described in this document.
- ⌘ Leadership is extremely complex and systemic in nature. Isolating parts misses the power of holistic thinking. Leadership requires not only knowing what to do, but knowing why to do it, how to do it, and when to do it as well.
- ⌘ Within a school district, there are nested leadership systems (e.g., local boards of education, central office, schools, classrooms, etc.). To be successful, the superintendent must ensure these systems are aligned and are mutually supportive of one another.
- ⌘ Superintendents bring themselves to the practices of executive leadership. Matching the context of school district leadership with the leadership character of the superintendent is important to the mutual success of both.

Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent's development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, "How can one person possess all of these?" The answer is: One person cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

In addition, these standards will serve other audiences and purposes. These standards will:

- ⌘ Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- ⌘ Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- ⌘ Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- ⌘ Serve as a tool in developing executive coaching and mentoring programs for senior-level executives.

Organization of the Standards

Each standard is formatted as follows:

- ⌘ **Standard:** The standard is the broad category of the executive's knowledge and skills.
- ⌘ **Summary:** The summary more fully describes the content and rationale of each Standard.
- ⌘ **Practices:** The practices are statements of what one would see an effective executive doing in each Standard. The lists of practices are not meant to be exhaustive.

- ⌘ **Artifacts:** The artifacts are examples of evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- ⌘ **Competencies:** Although not articulated, there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as a framework for the North Carolina Superintendent Standards are aligned with the seven standards for school executives adopted by the NC State Board of Education in 2006. The school executive standards are adapted from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2004). Additionally, the seven standards for superintendents reflect the 2006 work of McREL (Mid-continent Research for Education and Learning), *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement*.

North Carolina's Standards for Superintendents are interrelated and connect in the practices of superintendents and other senior-level executives. They are not intended to isolate competencies or practices. Superintendents' abilities in meeting the demands in any given standard impact their abilities to perform effectively in other challenges articulated in other standards. For example, a superintendent's effectiveness in developing and evaluating staff directly impacts the organization's ability to reach its goals and also impacts the development of cultural norms in the district. While superintendents may not actually have to do all of the work contained in all seven standards, they are responsible for ensuring that all areas have effective leadership.

Professional Learning Communities

As used throughout this document, the term professional learning communities (PLCs) describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Standard 1: Strategic Leadership

Summary: Superintendents create conditions that result in strategically re-imagining the district's vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

Practices: The superintendent practices effective strategic leadership when he or she:

- ⌘ Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century that schools are preparing children to enter;
- ⌘ Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- ⌘ Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- ⌘ Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission, and goals;
- ⌘ Is a driving force behind major initiatives that help students acquire 21st Century skills;
- ⌘ Creates processes that provide for the development, periodic review, and revision of the district's vision, mission, and strategic goals by all stakeholders;
- ⌘ Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district;
- ⌘ Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements;
- ⌘ Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the State Board of Education and local priorities, using multiple sources of data (e.g., student performance data, data from the NC Teacher Working Conditions Survey), in concert with the local board of education;
- ⌘ Determines financial priorities, in concert with the local board of education, based on the strategic plan;
- ⌘ Facilitates the implementation of state education policy;
- ⌘ Facilitates the setting of high, concrete goals and the expectations that all students meet them;

- ⌘ Monitors progress in meeting district goals;
- ⌘ Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work;
- ⌘ Creates processes to distribute leadership throughout the district.

Artifacts:

- ⌘ District strategic plan
- ⌘ School Improvement Plans are implemented, assessed and modified
- ⌘ Effectively functioning, elected School Improvement Teams
- ⌘ Superintendent's performance plan aligned with state and local strategic priorities and objectives
- ⌘ Staff can articulate the district's direction and focus
- ⌘ Student performance data

Standard 2: Instructional Leadership

Summary: Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Practices: The superintendent practices effective instructional leadership when he or she:

- ⌘ Leads with a clear, high-profile focus on learning and teaching oriented towards high expectations and concrete goals;
- ⌘ Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;
- ⌘ Establishes effectively functioning professional learning communities;
- ⌘ Ensures collaborative goal setting resulting in non-negotiable goals (i.e., goals that all staff members must act upon) for student achievement and classroom instruction;
- ⌘ Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and assessment, and the state accountability program;
- ⌘ Establishes clear priorities among the district's instructional goals and objectives;
- ⌘ Creates processes for using student test data and formative data from other sources for the improvement of instruction;

- ⌘ Utilizes an instructional evaluation program that accurately monitors implementation of the district's instructional program;
- ⌘ Creates processes for identifying, implementing, and monitoring use of 21st Century instructional tools and best practices for meeting diverse student needs;
- ⌘ Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- ⌘ Creates processes to provide formal feedback to school executives concerning the effectiveness of their instructional leadership;
- ⌘ Monitors student achievement through feedback from the instructional evaluation program;
- ⌘ Ensures that instructional time is valued and protected;
- ⌘ Provides professional development for school executives in the area of instructional leadership.

Artifacts:

- ⌘ District strategic plans
- ⌘ School Improvement Plans
- ⌘ Professional development plans based on data (e.g., student performance, results of the NC Teacher Working Conditions Survey)
- ⌘ Student performance goals
- ⌘ Student performance data
- ⌘ Use of formative assessment to impact instruction
- ⌘ District instructional evaluation program

Standard 3: Cultural Leadership

Summary: Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "recreate" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

Practices: The superintendent practices effective cultural leadership when he or she:

- ⌘ Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs;
- ⌘ Builds community understanding of what is required to ensure that every public school student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century;

- ⌘ Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm;
- ⌘ Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large;
- ⌘ Systematically and fairly acknowledges failures and celebrates accomplishments of the district;
- ⌘ Visibly supports and actively engages in the positive, culturally-responsive traditions of the community;
- ⌘ Creates opportunities for both staff involvement in the community and community involvement in the schools;
- ⌘ Creates an environment in which diversity is valued and is promoted.

Artifacts:

- ⌘ Climate Survey Data
- ⌘ NC Teacher Working Conditions Survey results
- ⌘ Teacher retention data
- ⌘ Student performance data
- ⌘ Awards structures developed by the district and schools
- ⌘ Community support of the district

Standard 4: Human Resource Leadership

Summary: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Practices: The superintendent practices effective human resource leadership when he or she

- ⌘ Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction;
- ⌘ Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning;
- ⌘ Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision;
- ⌘ Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill;
- ⌘ Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes;
- ⌘ Creates processes for educators to assume leadership and decision-making roles;

- ⌘ Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel;
- ⌘ Uses data, including the results of the Teacher Working Conditions Survey, to create and maintain a positive work environment;
- ⌘ Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance;
- ⌘ Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs;
- ⌘ Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths;
- ⌘ Identifies strategic positions in the district and has a succession plan for each key position.

Artifacts:

- ⌘ Student performance data
- ⌘ District strategic plan
- ⌘ NC Teacher Working Conditions Survey results
- ⌘ Number of teachers with National Board Certification and graduate/advanced level licensure
- ⌘ Teacher, school executive, and staff diversity, recruitment, and retention data
- ⌘ Record of professional development provided staff and an assessment of the impact of professional development on student learning
- ⌘ Leadership development plan
- ⌘ Copies of professional growth plans for school executives
- ⌘ District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
- ⌘ District leadership succession plan

Standard 5: Managerial Leadership

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

Practices: The superintendent practices effective managerial leadership when he or she

- ⌘ Applies and assesses current technologies for management, business procedures, and scheduling;

- ⌘ Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a value-added assessment process;
- ⌘ Identifies and plans for facility needs;
- ⌘ Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes;
- ⌘ Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations;
- ⌘ Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way;
- ⌘ Assures a system of communication that provides for the timely and responsible exchange of information among school and district staff and stakeholder groups;
- ⌘ Assures scheduling processes and protocols that maximize staff input, address diverse student learning needs, and provide individual and on-going collaborative planning time for every teacher;
- ⌘ Creates processes for the storage, security, privacy, and integrity of data;
- ⌘ Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff;
- ⌘ Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials.

Artifacts:

- ⌘ District strategic plan
- ⌘ External reviews and audits (e.g., budget, child nutrition, transportation)
- ⌘ Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)
- ⌘ Communication of safety procedures and behavioral expectations throughout the school community
- ⌘ NC Teacher Working Conditions Survey results
- ⌘ District and school safety and crisis plans
- ⌘ Community Emergency Response Plan

Standard 6: External Development Leadership

Summary: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Practices: The superintendent practices effective external development leadership when he or she:

- ☞ Develops collaborative partnerships with the greater community to support the 21st Century learning priorities of the school district and its schools;
- ☞ Implements processes that engage stakeholders in shaping and then supporting significant (non-negotiable) achievement and instructional goals for the district and its schools;
- ☞ Creates systems that engage the local board, county commissioners, and all community stakeholders in a shared responsibility for aligning their support for district goals for student and school success;
- ☞ Designs protocols and processes that ensure compliance with federal, state and district mandates;
- ☞ Develops and implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees;
- ☞ Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the courses are eliminated;
- ☞ Communicates the schools' and district's status and needs to the local board, county commissioners, and public media to garner additional support for meeting district goals;
- ☞ Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement.

Artifacts:

- ☞ District strategic plan
- ☞ Minutes from school board meetings
- ☞ Survey results from parents and other community leaders
- ☞ Business partnerships and projects involving business partners
- ☞ Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- ☞ Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- ☞ Accounts of school and district accomplishments in various forms of public media
- ☞ Newsletters and other public engagement documents designed to strengthen connections to the community
- ☞ Membership and participation with community organizations
- ☞ Community college/university partnerships, collaborative projects, and professional development initiatives;
- ☞ Student enrollment data for community college and university courses

Standard 7: Micropolitical Leadership

Summary: The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Practices: The superintendent practices effective micropolitical leadership when he or she:

- ☞ Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship;
- ☞ Defines and understands the internal and external political systems and their impact on the educational organization;
- ☞ Defines, understands, and communicates the impact of legal issues affecting public education;
- ☞ Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large, for effective and responsive decision-making;
- ☞ Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements;
- ☞ Applies laws, policies and procedures fairly, wisely, and considerately;
- ☞ Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities;
- ☞ Accesses local, state and national political systems to provide input on critical educational issues.

Artifacts:

- ☞ Parent, community and staff survey data
- ☞ Teacher, School Executive, and Staff retention data
- ☞ Ability to confront conflict and build consensus
- ☞ Shared decision-making
- ☞ Outreach efforts
- ☞ School Board policies
- ☞ Minutes and reports
- ☞ Superintendent's Performance Goals

Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to effectively implement the practices. Factual knowledge is simply "knowing" content; experiential knowledge is the knowledge one gains from understanding – it is recognizing the when and why. Skills bring structure to experiential knowledge. It is when one can put their

accumulated knowledge into a series of steps that, if followed, will lead to practice.

There are many competencies that are obviously inherent in the successful performance of all of the practices listed under each of the seven critical functions of leadership. The superintendent may or may not personally possess all of these competencies but must ensure that a team is in place that not only possesses them but also can effectively and efficiently execute them. Although the superintendent may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below are not so obvious in the practices, can be applied to multiple practices and are absolutely essential for all superintendents to possess to ensure their success. For example, the competency “*conflict management*” is important in Micropolitical Leadership, Strategic Planning, Cultural Leadership, and perhaps one could argue that this competency is necessary in all seven Standards. These competencies are listed here to emphasize their importance and to make sure they are incorporated into the development of superintendents.

- ⌘ **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve district objectives.
- ⌘ **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- ⌘ **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- ⌘ **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- ⌘ **Customer Focus** – Understands the stakeholders as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- ⌘ **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the district.
- ⌘ **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- ⌘ **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the district’s communities.
- ⌘ **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- ⌘ **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students need to be successful in this economy.
- ⌘ **Judgment** – Effectively reaches logical conclusions and makes high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- ⌘ **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- ⌘ **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- ⌘ **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.
- ⌘ **Responsiveness** – Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- ⌘ **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- ⌘ **Sensitivity** – Effectively perceives the needs and concerns of others. Deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.
- ⌘ **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the district.
- ⌘ **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- ⌘ **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. Runs effective meetings.
- ⌘ **Visionary** – Encourages imagineering by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.



FUTURE-READY STUDENTS For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

NC public schools will produce globally competitive students.

- ⌘ Every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate a global 21st Century environment, including a mastery of languages, an appreciation of the arts, and competencies in the use of technology.
- ⌘ Every student's achievement is measured with an assessment system that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st Century.
- ⌘ Every student will be enrolled in a course of study designed to prepare them to stay ahead of international competition.
- ⌘ Every student uses technology to access and demonstrate new knowledge and skills that will be needed as a life-long learner to be competitive in a constantly changing international environment.
- ⌘ Every student has the opportunity to graduate from high school with an Associates Degree or college transfer credit.

NC public schools will be led by 21st Century professionals.

- ⌘ Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.
- ⌘ Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance, and dispositions.
- ⌘ Every education professional will receive preparation in the interconnectedness of the world with knowledge and skills, including language study.
- ⌘ Every education professional will have 21st Century preparation and access to ongoing high quality professional development aligned with State Board of Education priorities.
- ⌘ Every educational professional uses data to inform decision.

NC public school students will be healthy and responsible.

- ⌘ Every learning environment will be inviting, respectful, supportive, inclusive, and flexible for student success.

- ⌘ Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
- ⌘ Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
- ⌘ Every school focuses on developing strong student character, personal responsibility, and community/world involvement.
- ⌘ Every school reflects a culture of learning that empowers and prepares students to be life-long learners.

Leadership will guide innovation in NC public schools.

- ⌘ School professionals will collaborate with national and international partners to discover innovative transformational strategies that will facilitate change, remove barriers for 21st Century learning, and understand global connections.
- ⌘ School leaders will create a culture that embraces change and promotes dynamic continuous improvement.
- ⌘ Educational professionals will make decisions in collaboration with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success.
- ⌘ The public school professionals will collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students

NC public schools will be governed and supported by 21st Century systems.

- ⌘ Processes are in place for financial planning and budgeting that focuses on resource attainment and alignment with priorities to maximize student achievement.
- ⌘ Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- ⌘ Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.
- ⌘ Procedures are in place to support and sanction schools that are not meeting state standards for student achievement.



Mid-continent Research for Education and Learning

4601 DTC Boulevard, Suite 500

Denver, CO 80237-2596

303.337.0990

Fax 303.337.3005

www.mcrel.org

info@mcrel.org

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