
2018 Superintendent's Evaluation Instrument





2018 - Superintendent's Evaluation

A. Strategic ~ Strategic Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|---------------------------------|-----------------------|---|---|--|--|--------|
| Leading Change | | Identifies potential school and district changes for improving student learning | Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning | Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient | Institutionalizes the changes that have brought about improvement in student learning and serves as a leader/mentor to other Superintendent in guiding data decision-making and change | |
| Goal Setting/Strategic Planning | | Articulates general long and short term goals | Creates specific long and short term goals with measurable benchmarks for self and district | Creates and meets long and short term goals with measurable benchmarks for self and district | Creates and exceeds long and short term goals with measurable benchmarks for self and district | |
| Category Rating | | | | | | |



2018 - Superintendent's Evaluation

B. Instructional Leadership ~ Instructional Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|-----------------------|-----------------------|---|---|--|---|--------|
| Learning and Teaching | | 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 | 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 appropriate and logical alignment between the district's curriculum, instruction, and assessment, and the state accountability Program | 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 | Develops policies and organizes structures to ensure that effective alignment practices are sustained. | |
| Focus on Students | | Focus is on the management of the district and maintaining day-to-day operations. Student achievement is not the priority | Ensures student achievement is a major concern, and guides decisions made within the district | Student achievement is important and guides decisions made within the district. Holds all accountable for student achievement and uses the results of monitoring to make adaptations to maximize student learning | Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in all decisions regarding the budget | |
| Curriculum | | Curriculum practices are shared, encouraged, and monitored throughout the district | Best curriculum practices are shared, encouraged, and demonstrated throughout the district | Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. | Institutionalizes changes that have brought about improvement in student learning. Serves as a leader or mentor assisting other superintendents in guiding data-driven decision making | |
| | Category Rating | | | | | |



2018 - Superintendent's Evaluation

C. Cultural Development ~ Cultural Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|---|-----------------------|---|--|---|--|--------|
| Focus on Collaborative Work Environment | | Solicits advice and guidance of key advisors and mentors | Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district | Monitors improvement of the work environment in individual schools and throughout the district | Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district | |
| Efficacy and Empowerment: | | Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district | Communicates a belief in the ability of personnel to accomplish substantial outcomes | Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes | Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment | |
| Celebrations | | Recognizes district shortcomings and accomplishments. Understands the importance of acknowledging concerns and celebrating accomplishments | Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement | Implements an increasing number of processes to evaluate district programs, individuals, and initiatives for the purpose of identifying district successes and failures | Institutionalizes the district's response to success and shortcomings | |
| Category Rating | | | | | | |



2018 - Superintendent's Evaluation

D. Staff Relations ~ Human Resources Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|--|-----------------------|--|--|--|---|--------|
| Internal Communications | | Does not have a specific system to inform staff of important matters | Supports staff through consistent communications. Keeps staff informed of important matters | Keeps staff informed of most important matters and ensures board policies, regulations, and procedures are communicated | Establishes a system of keeping staff continually informed of important matters. Ensures Board Policies, regulations, and procedures are communicated to staff | |
| Teacher and Staff Evaluation | | Supports and fully implements the North Carolina Educator Evaluation System to assure that all staff members are evaluated fairly and equitably. | Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan Monitors how effectively principals and other district leaders apply the North Carolina Educator Evaluation System | Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. Establishes procedures to assure that multiple assessments are used to evaluate staff and holds principals and other district leaders accountable for full and complete implementation of the North Carolina Educator Evaluation System | Monitors the results of staff evaluations and uses the results to develop districtwide professional development plans. Removes ineffective staff members. | |
| Recruiting, Hiring, Placing, and Mentoring Staff | | There is no formal recruitment process and/or hires are considered in an arbitrary manner | Creates and implements effective policies and procedures for recruiting and retaining highly qualified and diverse personnel | Follows a formal recruitment process for each hiring opportunity which results in a highly qualified and diverse staff | Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district. Takes active role in development of salary schedule for all personnel, recommends to the Board levels which within budgetary limitations, will best serve the interests of the school system | |



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| Professional Development/Learning Communities | | Implements professional learning communities throughout the district | <p>Supports professional learning communities guided by the district's strategic plan, focused on results, and provides professional development aligned with 21st Century instructional practices</p> <p>Provides for professional development aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based</p> | Engages district leadership as a professional learning community to advance the district's strategic plan and monitors the efficacy of professional learning communities in promoting district goals | 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 collaboration | |
| | Category Rating | | | | | |



2018 - Superintendent's Evaluation

E. Business and Finance ~ Managerial Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|------------------------------------|-----------------------|---|--|---|---|--------|
| Budget development and maintenance | | Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district | Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district | Budget actions are proactive and consider the most current information and data. A balance to meet the needs of students and remain fiscally responsible to the community is the goal | Budget actions are proactive and consider both current and long-range information and data. A balance to meet the current and future needs of students and remain fiscally responsible to the community is attained | |
| Budget reports | | Does not report financial information to the board except with the annual audit | Reports the status of financial accounts as requested by the board | Regularly reports to the board concerning the budget and financial status | Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes | |
| School Resources and Budget | | Identifies and plans for facility needs. RR Manages the district budget and resources according to legal and ethical standards. | Strategically aligns resource allocation to support the district's vision and strategic plan. | Holds accountable and develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. | Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. | |
| Resource allocation | | Resources are allocated without consideration of district needs | Resources are allocated to meet immediate needs | Resources are distributed based upon district goals and seek to meet immediate objectives | Resources are distributed based upon district goals and seek to meet immediate and long-range objectives. Evaluates financial needs and makes recommendations for adequate financing | |



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| Conflict Management and Resolution | | Understands that conflict is a part of shared human endeavor and demonstrates awareness of potential problems and/or areas of conflict within the district. | Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. | Develops in principals and other staff the capacity to manage conflict. | Resolves conflicts to ensure the best interest of students and the district result. | |
| Systematic Communication | | Communicates necessary information to relevant district staff members. | Uses a variety of media to communicate with principals and other stakeholder groups. | 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. | Establishes various advisory groups to improve external and internal communication and routinely communicates with all stakeholder groups | |
| District Expectations for Students and Staff | | 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. | Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring: The health and safety of students and staff including physical and emotional well-being. RR The security of all sensitive and confidential data | 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. | Evaluates the impact of district rules and procedures on safety, security, and wellbeing, and focuses all district staff on the need for a secure and safe working environment. | |
| | Category Rating | | | | | |



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F. Community Engagement and Advocacy ~ External Development Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|---|-----------------------|---|--|--|---|--------|
| District Image | | Is negative about the district | Does not actively promote the district | Projects a positive image of the district as expected. | Projects and promotes a positive image of the district. | |
| Communication with Community/ Parent and Community Involvement and Outreach | | Identifies groups and potential partners within the community. | Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement. | Actively seeks two-way communication with the community and creates new opportunities for meaningful partnerships or collaborative endeavors | Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community. | |
| Federal, State, and Local Mandates | | Defines, understands, and communicates the impact of legal issues affecting public education. | Designs protocols and processes that ensure compliance with federal, state, and district mandates. | Actively promotes and educates others regarding district initiatives among other district leaders and Develops in principals and other district staff the capacity to comply with local, state, and federal mandates | Interprets federal, state, and district mandates so that they are viewed as opportunities for the district. | |
| Media Relations | | Communicates with the media only when requested | Isn't proactive, but is cooperative with the media | Promotes the district in the media. | Initiates and actively engages the media. | |
| | Category Rating | | | | | |



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G. Relationship with the Board ~ Micro Political Leadership

| | Not Demonstrated 1 | Developing 2 | Proficient 3 | Accomplished 4 | Distinguished 5 | Rating |
|---|-----------------------|--|--|--|---|--------|
| Information | | Does not provide the information the board needs to perform its responsibilities | Provides board members with needed information to make informed decisions | Keeps the board informed with appropriate information as needed so it may perform its responsibilities | Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities | |
| Policy Involvement | | Makes decisions without regard to adopted policy | Ensures development, recommendation and administration of district policies and initiatives | Is actively involved in the development, recommendation and administration of district policies and initiatives | Is actively involved in the development, recommendation and administration of district policies Is proactive in the determination of district needs and policy priorities and initiatives | |
| Superintendent Micro-political Leadership | | Maintains a positive working relationship with the school board. | Develops relationships with district and influential community groups that further the district's goals of positive culture and student performance. | 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. | Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests. | |
| | Category Rating | | | | | |



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H. Other general or specific comments and/or suggestions as to how the superintendent can more effectively serve Thomasville City Schools:

Scale for Using Evaluation Tool

| Developing | Proficient | Accomplished | Distinguished |
|--|--|---|---|
| Superintendent demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standards of performance. | Superintendent demonstrated basic competence on standard(s) of performance | Superintendent exceeded basic competence on standard(s) of performance most of the time | Superintendent consistently and significantly exceeded basic competence on standard(s) of performance |



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*It is our mission in **Thomasville City Schools** to partner with parents, community and staff to nurture and prepare students for success in the 21st Century. Educating the whole child and providing them with the tools needed for success in life is paramount. Expectations for a positive learning environment along with rigor, relevance, and relationship building will ensure success for all students.*

***We believe** in and nurture the whole child through academic, social, emotional, and physical development that honors diversity, promotes high expectations, and celebrated individual and collaborative achievement and growth.*

***We believe** parents and community are critical components to the success of our students, staff and schools; forming partnerships and fostering understanding and engagement with these stakeholders is a priority.*

***We believe** in the essential role faculty and staff play in achieving our mission and respect their diversity while working to support and develop the adult capacity necessary to impact our students' success.*

***We believe** that all students and staff will incorporate innovative 21st Century technology in the learning process.*



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Thomasville City Schools is an equal opportunity employer and does not discriminate against any person on the basis of sex, race, color, religion, national origin, age, parental status or disability in any of its educational or employment programs or activities.