"Building A Culture of Excellence"
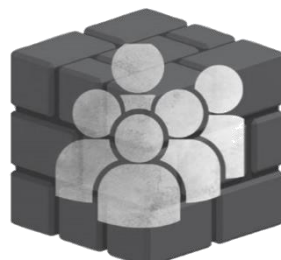
Teaching & Learning   *Human Resources*   *Family & Community Engagement*   *Efficiency, Structure, Governance*

A.   Strategic ~ Strategic Leadership

	Developing	Proficient	Accomplished	Distinguished	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	
				Category Rating	

B. Instructional Leadership ~ Instructional Leadership

	Developing	Proficient	Accomplished	Distinguished	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 that there is an 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 adaptions 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	

C. Cultural Development ~ Cultural Leadership

	Developing	Proficient	Accomplished	Distinguished	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.\n\nUnderstands 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	

D. Staff Relations ~ Human Resources Leadership

	Developing	Proficient	Accomplished	Distinguished	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	

Professional Development/Learning Communities	Implements professional learning communities throughout the district	Supports professional learning communities guided by the district's strategic plan, focused on results, and provides professional development aligned with 21st Century instructional practices Provides for professional development aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based	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	

E.   Business and Finance ~ Managerial Leadership

	Developing	Proficient	Accomplished	Distinguished	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	

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	

F. Community Engagement and Advocacy ~ External Development Leadership

	Developing	Proficient	Accomplished	Distinguished	
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	

G. Relationship with the Board ~ Micro Political Leadership

	Developing	Proficient	Accomplished	Distinguished	
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	

2017 - Superintendent's Evaluation

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

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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

Developing	Proficient	Accomplished	Distinguished
Superintendent establishes a means for stakeholders to evaluate how district mission, goals, and vision are being consistently addressed to produce productive 21 Century skills	Superintendent shares so stakeholders may evaluate how district mission, goals, and vision are being consistently addressed to produce productive 21 Century skills	Superintendent asks for stakeholders to evaluate how district mission, goals, and vision are being consistently addressed to produce productive 21 Century skills	Superintendent pushes stakeholders to evaluate how district mission, goals, and vision are being consistently addressed to produce productive 21 Century skills

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.

Patrice Faison, Ed.D.

Superintendent of Schools

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