



**Pennsylvania Association of School Administrators**  
*Proud Leadership for Pennsylvania Schools*

## **TVSD SUPERINTENDENT EVALUATION TOOL**

### **Leadership Standards**

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**Standard 1 - SHARED VISION.** An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.

**Standard 2 - CULTURE OF LEARNING.** An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.

**Standard 3 - DECISION MAKING.** An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.

**Standard 4-MANAGEMENT.** An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.

**Standard 5 - FAMILY AND COMMUNITY.** An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.

**Standard 6- ETHICS.** An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.

**Standard 7 -ADVOCACY.** An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.

**Standard 8 - PERSONAL AND PROFESSIONAL GROWTH.** An education leader promotes the personalized student success by supporting professional growth of self and others through practice and inquiry.

**Standard 9 - OBJECTIVE PERFORMANCE STANDARDS.** Section 1073.1 of the Public School Code of 1949 provides that "the employment contract for a district Superintendent shall include objective performance standards mutually agree to in writing by the board of school directors and the district Superintendent." The objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; or 7) any additional criteria deemed relevant and mutually agreed to by the board and district Superintendent.

**Standard 1 (SHARED VISION) An education leader promotes personalized student success by thinking and planning strategically to create and sustain an organizational vision of learning that is shared and supported by the school community.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. Achievement of this goal will be measured on how well students grow in a year using the district metric.
- \* Uses research and/or best practices in improving the educational program. Such as, professional development, data team meetings and opportunities for teacher collaboration.
- \* Aligns and implements the educational program, plans, actions and resources with the district's vision and goals. Completion of the Comprehensive Plan for regular and special education for 2019-2022.
- \* Provides leadership for major initiatives and change efforts. 1:1 technology initiatives, middle school schedule options, and career pathways.
- \* Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
- \* Constructively handles dissent and disagreements within the organization.

Rate on a scale of 1 to 4 where 4 is high and 1 is low(circle one): 4      3      2      1

**Standard 2 (CULTURE OF LEARNING) An education leader promotes personalized student success by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Monitors and evaluates the effectiveness of curriculum, instruction and assessment through analysis of common summative assessment data.
- \* Articulates the desired school/system culture and shows evidence about how it is reinforced through support of positive behavior support initiatives.
- \* Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- \* Creates a system that prioritizes the needs of the staff in terms of professional development leading to improved student learning as evidenced by staff professional development feedback surveys.
- \* Oversees the evaluation of staff and ongoing coaching for improvement.
- \* Is highly visible and engaged in the classrooms, schools and student activities.
- \* Delegates appropriately to encourage the empowerment of staff

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4      3      2      1

**Standard 3 (DECISION MAKING) An education leader promotes personalized student success by accessing and using appropriate data to inform decision making at all levels of the system.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Decisions are made after acquiring and analyzing student data (i.e. performance data, attendance data, discipline data)
- \* Decisions are consistently made in a timely manner appropriate to the situation.
- \* Decisions are consistently made based upon the needs of the students, staff, and community stakeholders
- \* Decisions and actions are made following board directives

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one):      4      3      2      1

**Standard 4 (MANAGEMENT) An education leader promotes personalized student success by ensuring management of the resources for a safe, efficient and effective learning environment.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Complies with state and federal mandates and local board policies.
- \* Has system in place to recruit, select, induct and retain staff to support quality instruction as well as a plan to increase administrative leadership training.
- \* Addresses current and potential issues in a timely manner. Provides feedback through appropriate means throughout the school year.
- \* Manages fiscal and physical resources responsibly, efficiently and effectively.
- \* Maximizes instructional time by effectively designing and managing operational procedures.
- \* Communicates effectively with both internal and external audiences about the operation of the school/system.
- \* Has systems in place to effectively monitor budget for 2018-19 school year
- \* Complete an effective performance management review process (Act 82 as required by the state). Document direct reports in a timely fashion throughout the year when necessary.
- \* Preparation for superintendent replacement plan

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one):      4      3      2      1

**Standard 5 (FAMILY AND COMMUNITY) An education leader promotes personalized student success by collaborating, communicating, engaging and empowering others inside and outside of the organization to pursue excellence in learning.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Engages families and community by promoting shared responsibility for student learning and support of the education system through community outreach.
- \* Facilitates the connections of students and families to the health and social services that support a focus on learning through increase of SAP services.
- \* Mobilizes community resources to support individual student success through internships in the community and community group presentations.
- \* Collaboratively establishes a culture that welcomes and honors families and seeks ways to engage them in student learning.
- \* Evaluates staff and provides ongoing coaching for improvement through the continued growth and development of the coaching initiative.
- \* Promotes collaboration with all stakeholders.
- \* Is easily accessible and approachable to all stakeholders.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one):            4     3     2     1

**Standard 6 (ETHICS) An education leader promotes the personalized student success by operating in a fair and equitable manner with personal and professional integrity.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Models values and beliefs and attitudes that inspire others to higher levels of performance.
- \* Fosters and maintains supportive professional relationships with staff. Attends a staff meeting in each building and gathers input from staff.
- \* Demonstrates appreciation for and sensitivity to diversity within the school community through professional development in two areas of diversity.
- \* Is respectful of divergent opinions and of different points of view within the boundaries of the values and mission of the organization.
- \* Acts in accordance with the TVSD school policy, Title 9, PA School Code, and PA Department of Education regulations.
- \* Meets commitments, verbal, written and implied.
- \* Log and document faculty meeting attendance and listening sessions (at least one meeting at each school per year).

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one): 4            3            2            1

**Standard 7 (ADVOCACY) An education leader promotes personalized student success by advocating for children and public education in the larger political, social, economic, legal and cultural context.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Collaborates with community agencies and other decision makers to provide a safe learning environment for our students and staff.
- \* Advocates at various levels of government, state, county and local for policies and practices regarding the needs and interests of our district.
- \* Communicates with all constituencies to advance the mission and goals of the district.
- \* Communicates with all constituencies to advance the mission of public education.

Rate on a scale of 1 to 4 where 4 is high and 1 is low (circle one):            4     3     2     1

**Standard 8 (PERSONAL AND PROFESSIONAL GROWTH) An education leader promotes the personalized student success by supporting professional growth of self and others through practice and inquiry.**

*Below are examples of behaviors that indicate success in meeting this standard:*

- \* Engages in periodic quality reflection and self-evaluation for professional growth.
- \* Seeks feedback from the School Board and others internal and external to the school community.
- \* Participates in professional development opportunities to extend and expand upon one's knowledge, skills and competencies, including performance coaching if appropriate.
- \* Arranges for the personal and professional development of others within the Twin Valley School District.
- \* Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan within the Twin Valley School District.

Rate on a scale of 1 to 4 where 4 is high and 1 is low(circle one):            4     3     2     1

**Standard 9 (OBJECTIVE PERFORMANCE STANDARDS)** Objective performance standards may be based upon the following: 1) achievement of annual measurable objectives established by the school district; 2) achievement on the PSSA and/or Keystone Exams; 3) student growth as measured by PVAAS; 4) attrition or graduation rates; 5) financial management standards; 6) standards of operational excellence; or 7) any additional criteria deemed relevant and mutually agreed to by the board and district Superintendent.

It is suggested that five or fewer standards be used annually to keep the focus on the district's most critical items. Note: Section 1073.1 requires that the board to post the mutually agreed to objective performance standards on the school district's website. Upon completion of the annual performance assessment the board shall post the date of the assessment and whether or not the superintendent met the agreed to objective performance standards. It does NOT require the evaluation itself to be posted.

*Below are criteria that should be considered when developing objective performance standards.*

- \* Standards must be clear and readily understandable so as to leave little room for misunderstanding by both the Superintendent and members of the board.
- \* Standards must be within the scope of the Superintendent's control. They must only be held accountable for matters that are within their direct control.
- \* Standards must be focused on district priorities by limiting the number of objective performance standards to the most important priority areas. PASA suggests no more than 5.
- \* Standards must be directly aligned with the goals of the district as approved in board approved documents such as the district's mission and vision statements, strategic plan, Superintendent's job description or board policies.
- \* Standards should be designed to stretch, but not exceed, the capacity of the district in terms of time, talent and resources.
- \* Standards must be readily measurable as determined through available quantitative data and/or through observation of activities/behavior.
- \* Standards must have a clear timeframe for achievement-or reasonable benchmarks to measure progress.

### **Objective Performance Standards**

**(Met/Did Not Meet)**

1. **TEACHING AND LEARNING** – Hold staff members responsible and accountable for ensuring that students reach the rigorous outcomes established for them. Include improvement guidelines written and verbal.

**Measurement: District Metric**

2. **TECHNOLOGY INTEGRATION** – Allocate time, resources, and access to ensure ongoing professional growth in technology and integration. Including timelines and milestones to be used to determine if the objective is met.

**Measurement: Professional Development Plan**

3. **STRUCTURES OF LEARNING** – Create high school and middle schedule changes to optimize staff and instructional time.

**Measurement: Schedule change plan options based on consensus of stakeholders and Board members.**

4. **COMMUNICATION/COMMUNITY** – Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning.

**Measurement: Documentation of events**

## Evaluation Summary

**Rating (1-4)**

<b>Standard 1- SHARED VISION</b>	_____
<b>Standard 2 - CULTURE OF LEARNING</b>	_____
<b>Standard 3-DECISION MAKING</b>	_____
<b>Standard 4 – MANAGEMENT</b>	_____
<b>Standard 5 - FAMILY AND COMMUNITY</b>	_____
<b>Standard 6 -ETHICS</b>	_____
<b>Standard 7-ADVOCACY</b>	_____
<b>Standard 8 - PERSONAL AND PROFESSIONAL GROWTH</b>	_____
<b>Standard 9 - OBJECTIVE PERFORMANCE STANDARDS: (Met/Did Not Meet)</b>	
<b>1. TEACHING AND LEARNING</b>	_____
<b>2. TECHNOLOGY INTEGRATION</b>	_____
<b>3. STRUCTURES OF LEARNING</b>	_____
<b>4. COMMUNICATIONS/COMMUNITY</b>	_____

**COMMENTS:**

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