



# Additional Information and Comments

## Category 1 - Overall Leadership of the School District as Indicated Primarily by Improvements in Student Achievement

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Serves as the chief executive officer for the county board, effectively implementing board policies, programs, and initiatives.					
B. Works to establish a shared vision of what the school district is and should be for students.					
C. Demonstrates support and loyalty to county board decision making, initiatives, programs, and services.					
D. Displays openness to new ideas and suggestions, accepting and benefitting from advice, and modifies views when additional or better information becomes available in regard to problems or issues facing the county board.					
E. Provides stability and objectivity in crisis situations, demonstrates the ability to mediate and resolve interpersonal conflicts.					

**Category 2 - Curricular Standards and Programs**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Demonstrates and articulates effective understanding of the county superintendent’s role as the chief instructional leader of the school district, keeping abreast of current development in curriculum and instructional management and providing direction for curriculum and instructional reforms in the school district.					
B. Through collaborative efforts with faculty and other stakeholders, aligns curriculum, instruction, and assessment to meet the present and future needs of the school district and its student relative to higher levels of achievement and skill development.					
C. Provides leadership through activities of planning, implementing, maintaining, or managing delivery of the school system’s programs of student instruction, including optimal use of school “time” including effective school calendar scheduling.					

**Category 3 - Success in improving student achievement specifically through the management and administration of low performing schools**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Works with principals, teachers, staff, and community to develop a strategic plan for the improvement of student achievement at low-performing schools.					
B. Develops strategies consistent with state law and West Virginia Board of Education policies, rules, and regulations for addressing school leadership for faculty deficiencies that may contribute to lowered student performance.					
C. Provides continuous evaluation of the effectiveness of the instructional program implementation and ensures that there is a continuous focus by staff, faculty, and administrators on expectations for student growth and learning in low-achieving schools.					
D. Uses school performance data to allocate resources and establish county priorities for low-achieving schools.					

**Category 4 - Success in improving student achievement generally; Works toward improving student achievement generally**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Demonstrates use of position to improve student achievement and learning in the school district through building an environment for high expectations. Establishes programs, initiatives, or efforts that inspire administrative team and faculty toward achieving higher professional standards that will lead to improving student achievement and learning in the school district.					
B. Maintains programs for health, safety, and well-being of students that will enhance or improve student achievement.					
C. Organizes a planned program for evaluation and improvement of curriculum and instructional strategies designed to enhance student achievement.					
D. Uses information about student performance, including various student assessment results, to continuously improve curriculum and instructional initiatives and efforts in district schools.					

**Category 5 - Community Relations**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Evidences an appreciation of community diversity by treating all people with respect, including county board critics and those who find fault with the administration, county schools, or county educational policies and practices.					
B. Establishes appropriate means for school system staff, parents, interagency partners, and business / community leaders to provide input on school system matters including planning and problem-solving for the schools, and serves as a liaison to these and other stakeholders.					
C. Serves as a liaison with the community to resolve complaints or grievances, making recommendations to the county board regarding resolution of complaints that cannot be solved at the administrative level.					
D. Monitors operations of the district's Local School Improvement Councils to ensure compliance with applicable statutes and West Virginia Board of Education regulations so that LSIC members may provide input as it relates to the schools, the educational process, and student achievement.					
E. Establishes effective procedures and practices for dealign with emergencies such as those that are weather-related, threats direct towards schools, traumas, and school violence.					

**Category 6 - District Finances**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Evaluates county board financial needs, making recommendations for adequate financing.					
B. Reports to the county board of the financial condition of the school system in a manner prescribed by the board in a format that is understandable and useful for monitoring the county board fiscal situation.					
C. Demonstrates a prudent and informed approach to budget planning, investment, and budget recommendations, including input for various stakeholders.					
D. Keeps abreast of physical needs of system, including how such needs may impinge upon board budgeting and fiscal resources both current and prospective, preparing long- and short-range plans for facilities and sites.					

## Category 7 - Personnel Relations

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Maintains a systematic approach in securing qualified applicants for professional and service personnel positions ensuring that personnel meet state and county board requirements for selection and placement. Reviews the number and type of positions in the school system, recommending appropriate changes to the county board.					
B. Plans for the professional growth of all employees, providing a comprehensive staff development program to keep school personnel abreast of and competent in major issues and innovations affecting their areas of responsibility.					
C. Seeks to develop a collegial working relationship with school personnel, treating all school personnel fairly, without favoritism or discrimination, while insisting on competent performance of duties.					
D. Delegates authority to staff members appropriate to the position each holds by providing them sufficient latitude to manage their designated areas of responsibility and by holding them accountable for the outcomes and results of their administration or management.					
E. Gives constructive input to and monitors and duties, responsibilities, and conduct of school administrators and other personnel responsible for transportation, food service, maintenance, and custodial services in order to ensure safe, productive, and efficient school district operations.					

## Category 8 - Informational Leadership

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Uses established county board vision, mission, and goals as well as mutually developed board / superintendent goals to inform and assess county board decision making recommendations.					
B. Provides the county board with information relative to emergency situations that may arise within the school district and which may warrant county board attention, decision making, or intervention.					
C. Keeps the board informed about progress in achieving district goals and objectives based on a broad array of information.					

**Category 9 - Other Duties as Outlined in State Law, County Policy, and Other Written Agreements**

	Rating				Comments
	<i>Exceeds</i>	<i>Meets</i>	<i>Needs Improvement (requires comment)</i>	<i>Does Not Meet (requires comment)</i>	
A. Serves as secretary to the board and supervises preparation of the agenda, supporting papers and minutes for all special and regular meetings of the board of education, and plans and formulates, for board consideration and approval, policies, procedures, programs, and decisions needed in the conduct of the schools.					
B. Submits accurate reports and other related documents to federal, state, and county board of education officials on a timely basis.					
C. Ensures that the county board is involved in training and development activities which will lead to individual members' growth and development and the corporate growth and development of the board as an effective policy-focused governing body.					
D. Informs the county board, in a timely manner, about rules and regulations of the West Virginia Board of Education and state and federal laws, including trends and developments in education likely to impact the county board.					