

Performance Standard 1: Mission, Vision, and Goals

The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.

- 1. Mission: Educating life long learners and inspiring civic responsibility
- 2. Vision: Students achieve at high levels, are well-rounded, critical thinkers, and have a passion to learn.
- 3.ACPS is a vital part of the fabric of our community, and Alexandria residents and businesses take pride in our schools

Exemplary	Proficient	Developing/Needs Improvement	Unacceptable
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Place an X in the rating you feel represents your observation of the superintendent.

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1.10 Civic Engagement and Civic Responsibility
Requires staff at the school level to engage with its students in an atmosphere conducive to mutual respect, civic engagement, and good citizenship. Such practices include the implementation of School-Wide Positive Behavioral Interventions and supports that set clear expectations for students and staff and are implemented in a manor that encourages buy-in from school-level staff and students, decreases the number of disciplinary referrals, and yields a decrease in suspensions across schools.

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Fosters an environment where students achieve at highlevels across all disciplines and demonstrate that they are well rounded critical thinkers with a passion for learning. Such achievements can be highlighted in weekly, monthly, and quarterly communications/or publications that are available to the ACPS community, and its stakeholders.

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Fosters and atmospehere where ACPS is viewed as a vital part of the fabric of our community, and where Alexandria residents and businesses take pride in our schools. Community participation in surveys underscores community support for, and pride in ACPS and its role as a valuable asset to the Alexandria City community.

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The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.				
1.1 Educational Excellence Ensures the existence of structures in place, that require all schools to regularly assess and respond to the needs, interests, and abilities of individual students. Such structures include the development of Multi-Tiered Systems of Supports that utilize universal screening practices, the implementation of evidence-based interventions, consistent progress monitoring practices, and purposefully designed enrichment activities that are available to all students.				
1.2 Achievement Gaps Implements evidence-based programming that targets academic achievement gaps and increases positive educational outcomes across race/ethnicity, income, disability, and language subgroups. Programming is not solely reliant on SOL outcomes (though must be included) and includes multiple assessment methods and sources including growth on evidence-based reading and math progress monitoring tools, course performance and college acceptance outcomes for AVID students, secondary transition outcomes for students with disabilities, WIDA scores for English Language Learners, and increased participation for minority students in the youngscholars, TAG, and honors courses and programming.				

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Performance Standard 3: Instructional Leadership

The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.	The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.	The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.
<p>3.6 Staff Evaluation and Performance Improvement ACPS will provide multiple opportunities for all employees to receive feedback and coaching on their performance and resources needed to improve and excel.</p> <p>Develops and implements consistent evaluation protocols and tools for district level instructional leadership that clearly highlight activities, tasks, and actions required for satisfactory to high level performance. Tools should include indicators for growth on all assessments and progress monitoring tools outlined in indicator 2.2, under planning and assessment (growth on evidence-based reading and math progress monitoring tools, course performance and college acceptance outcomes for AVID students, secondary transition outcomes for students with disabilities, WIDA scores for english language learners, and increased participation for minority students in the youngscholars, TAG, and honors courses and programming).</p>				
<p>Requires the development of evaluation protocols and tools for school level instructional leadership that clearly highlight activities, tasks, and actions required for satisfactory to high level performance. Tools should include indicators for growth on all assessments and progress monitoring tools outlined in indicator 2.2, under planning and assessment (growth on evidence-based reading and math progress monitoring tools, course performance and college acceptance outcomes for AVID students, secondary transition outcomes for students with disabilities, WIDA scores for english language learners, and increased participation for minority students in the youngscholars, TAG, and honors courses and programming).</p>				
<p>Requires the development of evaluation protocols and tools for instructional staff, that clearly highlight activities, tasks, and actions required for satisfactory to high level performance.</p>				
<p>3.3 Individual Professional Development Opportunities and Strategic Plan Focus ACPS will expand professional development opportunities that include self-identified goals and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness and that respond to Strategic Plan priorities.</p> <p>Promotes offering professional development opportunities to staff that are meaning, purposeful, engaging, and support staff with follow-up activities that support staff with the implementation process, as evidenced by staff feedback and surveys provided immediately after, and several months after sessions.</p>				

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Performance Standard 4: Organizational Leadership and Safety

The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.				The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
Requires the development and implementation of plans centered around recommendations for areas of improvement as outlined and defined in departmental audits. Improvement plans are developed with input from all relevant stakeholders and plan implementation occurs within one year of audit completion.				



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Performance Standard 5: Communication and Community Relations *The superintendent fosters the success of all students through effective communication with stakeholders.*

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.			The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.

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Performance Standard 6: Professionalism

The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
<i>**Place an X in the rating you feel represents your observation of the superintendent.**</i>			The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

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Performance Standard 7: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

	Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
Place an X in the rating you feel represents your observation of the superintendent.	The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
Develops, implements, monitors, and updates division action plans that result in increased student academic progress.				
Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.				
Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.				

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