

ACPS Policy CBA: *Role, Qualifications, and Appraisal of the Superintendent*. 2nd Working Draft, December 2, 2014.

ROLE, QUALIFICATIONS, AND APPRAISAL OF THE SUPERINTENDENT

The Albemarle County School Board has established the vision, mission, goal(s), and strategic objectives for the School Division. The division goals are based on this vision and mission. Yearly, the Board reviews and revises the Biennial Board/Superintendent Priorities to support the achievement of these goals.

The Superintendent provides support and technical assistance to all instructional areas in the elementary, middle, and high schools to ensure that all students have an equal opportunity to succeed. Division activities will be directed toward assisting schools in the delivery of instruction and curricular programs and to ensure that all programs and activities support both quality and equity within the school system.

The Albemarle County School Board and the Superintendent are bound in a partnership of mutual trust and vision. The Superintendent and School Board are responsible for selecting the results that the school system should be pursuing. Since they have the power to pursue and enforce these decisions, these policy makers are primarily accountable for these results. Together, the Superintendent and School Board take primary responsibility for ensuring the Albemarle County Public School Division is an effective school system. This means the School Division is one in which resources are organized and delivered in such a way as to assure that all students within the system learn the essential curriculum as defined by that system. An effective school system, through its mission and goals, its instructional program and support services, and its allocation of resources assures that its priorities are teaching for learning and that its focus is on both quality and equity. To reaffirm their partnership in fulfilling this responsibility, the School Board and the Superintendent share common areas of periodic evaluation in order to provide an effective School Division for our children.

The Role of the Superintendent

The Superintendent works in partnership with the Board in developing a common vision for the School Division. The Superintendent serves as chief executive officer and provides direction through subordinate executives for the daily operation of the school system.

The Superintendent of Schools works under the policy direction of the Albemarle County School Board. ~~Administratively, the Superintendent reports to the School Board through the Chairman.~~ The Superintendent is responsible to the School Board for the performance of all divisions and departments of the system. Authority vested in the Superintendent may be delegated to subordinates except as may otherwise be prescribed by the Commonwealth of Virginia or local School Board policy. The Superintendent shall define the school systems organizational structure. The Superintendent is the

chief fiscal officer of the School Division and is responsible for the performance of the school system within the budget approved by the School Board.

Qualifications for the ACPS Superintendent

The candidate for Superintendent shall meet those minimum qualifications as set forth by the Commonwealth of Virginia and the State Board of Education. The applicant shall have had a minimum of five years of full-time experience in administration and/or supervision in public schools, two years of which shall have been in a principal ship. A portion of professional education or experience shall have been within a period of five years immediately prior to the application.

Preference shall be given to those applicants whose experience and education demonstrate proven competence with instruction, planning and management, and communication.

Eligibility shall be limited to individuals whose records indicate they possess the following attributes:

- a. Good character
- b. Management and fiscal capabilities
- c. Leadership
- d. Knowledge of school law
- e. Thorough knowledge of academic, vocational, and special education
- f. Awareness of current educational trends/strategies

Performance Appraisal

Performance Appraisal is a critical responsibility of the School Board and focus on providing frequent feedback is an important priority. The Albemarle County School Board and Superintendent work in partnership to carry out the Division's mission, goal, objectives, and biennial priorities; therefore two-thirds of the appraisal is a joint appraisal and one-third based on agreed upon performance standards. In light of this partnership, the Superintendent's and Board's appraisals contain three components.

1. An impact appraisal for the Board's overall goal(s) and objectives, supported by impact appraisal from the annual *ACPS Board Priorities Status Report*. This is a common component for both the Superintendent and the School Board, and it accounts for 40 % of the overall appraisal. The appraisal process will involve individual Board member assessments of objective and priority impacts, as well as Superintendent and staff assessments of these impacts. Scores will be reached by consensus. Mathematical averaging of scores is not recommended, as key performance indicators are often indirect, and qualitative data are included in reports.
2. The second appraisal will be based on measurable division-wide student performance. The Superintendent and Board's selected goals and actions will result in acceptable and measureable progress in student performance. Each October / November, during the *State of the Division* report process, the Board and Superintendent will identify performance gaps and areas for improvement, set prioritized targets, and identify policy implications and/ or actions. Simultaneously, they will also assess division-wide student performance for the previous year and apply the assessment as 40 % of the Board and Superintendent Appraisal.

3. An appraisal based on performance standards established by the Virginia Department of Education (VDOE) for the Superintendent in 2013, and based on research supporting effective School Boards. In 2011, after extensive research, the National School Boards Association's (NSBA) Center for Public Education (CPE) has established characteristics of effective School Boards. This second component of the appraisal will be different for the Board and Superintendent, as the standards for each are different, and will account for 20% of the overall appraisal.

The appraisal documents and overall scoring rubrics will be retained by the Clerk of the Board, and converted into digital tools for Board and Superintendent management and use.

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