

Vermont School Boards Association Model

Job Description

JOB TITLE:	Superintendent of Schools
FLSA STATUS:	Exempt
UPDATED:	

POSITION OBJECTIVES:

To inspire, lead, guide and direct every member of the administrative, instructional and support services team in creating a kind, collaborative, and creative community that nurtures a diverse and accessible learning environment so that students will flourish as critical thinkers and productive citizens, cultivating resilience in an ever changing world.

To oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an ever-present, overriding awareness of and concern for their impact upon each individual student's education.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Superintendent shall devote his/her entire time to the duties of the office and shall divide his/her time among the schools of the supervisory union, as nearly as may be feasible. He/she shall have general supervision of the public schools in the supervisory union and perform such duties as are prescribed by the laws of the state and by the supervisory union board (Title 16, Sec.303).

BOARD AND SUPERINTENDENT RELATIONSHIP

- Strives to develop a highly professional and positive working relationship with the board(s)
- Keeps the board(s) informed with professional, timely communication and materials so that it may fulfill its responsibilities and make informed decisions
- Solicits and accepts feedback from the board before decisions are presented to the board for approval
- Reviews operating results of the supervisory union with the board(s), compares them to established objectives, and informs the board(s) of successes and steps taken to correct unsatisfactory results
- Attends or is represented at all meetings of the board(s) and participates in deliberations, as appropriate
- Actively and continuously encourages board development by seeking and communicating opportunities

POLICY

- Carries out the policies adopted by the school board and assures adequate procedures are in place, relative to the educational or business affairs of the school district (Title 16, Sec. 242).
- Establishes and maintains an orderly system for the development and codification of board policy
- Recommends policies on organization, finance, personnel, instruction, school plant, and other phases of the school program
- Encourages board participation in the development of policies to meet the systems' needs
- Insures staff and community awareness of all existing and proposed policies
- Establishes such procedures, regulations, rules, or administrative directives as are necessary to carry out his/her responsibilities as the chief executive officer of the school system

BUSINESS AND FINANCE

- Oversees the adequacy and soundness of the district's financial structure
- Develops the system necessary for budget preparation that clearly shows the relationship of program to expenditures
- Supervises the preparation of the annual budget, and the fiscal administration of the budget
- Makes recommendations concerning the budget to the Board for approval
- Assists the board in the presentation and explanation of the budget

- Develops and maintains systems to insure the continuous monitoring of all budgets in providing the Board with sufficient data for accurate decision-making
- Ensures the planning and management of resources is consistent with the supervisory union's vision and goals

COMMUNITY RELATIONS

- Directs a communications program designed to enlist the understanding, support, and participation of the community in solving the major challenges of the school system
- Represents the school system wherever and whenever necessity or opportunity allows, in order to promote public education and further the support and understanding of the system's opportunities and challenges
- Establishes and maintains a positive working relationship with local and state agencies and the media
- Represents the supervisory union's interests with the Board, faculty, staff and the public
- Actively seeks opportunities to strengthen and maintain current alliances, and build new alliances, with community
- Communicates and collaborates effectively, working cooperatively with a variety of individuals, including student, faculty, administrators, parents and representatives of outside organizations

OPERATIONAL MANAGEMENT AND LEADERSHIP

- Plans, coordinates and controls the daily operation of the supervisory union through subordinate managers
- Promotes effective communication throughout the school system
- Dispenses advice, guidance, direction, and authorization to carry out major plans, standards and procedures, consistent with established policies and board approval
- Meets with supervisory union senior staff members to ensure that operations are being executed in accordance with the district's policies and procedures
- Reviews operating results of the supervisory union, compares them to established objectives, and takes steps to ensure that appropriate measures are taken to correct unsatisfactory results
- Plans and directs all investigations and negotiations pertaining to master agreements, mergers, joint ventures, the acquisition of businesses, or the sale of major assets with approval of the board

INSTRUCTIONAL LEADERSHIP

- Builds with others a shared vision of learning and teaching
- Defines and articulates the supervisory union's educational vision to the school community
- Establishes current and long-range goals, objectives, plans and policies, subject to approval by the supervisory union board
- Effectuates the development and implementation of a comprehensive plan for continuous improvement that uses individual student and systems data
- Administers the development and maintenance of an educational program designed to meet the needs of the community

SUPERVISORY RESPONSIBILITIES

- Supervises building principals and Central Office administrators. Is responsible for the overall direction, coordination, and evaluation of these units/departments.
- Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
- Interviews, hires, and trains employees; plans, assigns, and directs work; appraises performance; rewards and disciplines employees; addresses complaints and resolves problems.

SUPERVISION RECEIVED: Reports to and evaluated by the Supervisory Union Board.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

Education and Experience. Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the high school level and experience serving as a School Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable

knowledge and skills are acquired. Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:

- Fundamentals of educational administration/leadership
- School law
- School finance or school business management
- Staff evaluation/development
- Curriculum management (e.g. development, supervision, evaluation)
- School/community relations

Certifications and Licenses. Holds or is eligible to hold a valid Level II Vermont Professional Educator's License. Valid Vermont drivers' license also preferred.

Language Skills. Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

Mathematical Skills. Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

Computer Skills and Experience. Proficient with Microsoft Word, Excel, Powerpoint, and email systems. Experience and knowledge of computerized database systems. Excellent computerized file management skills.

Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

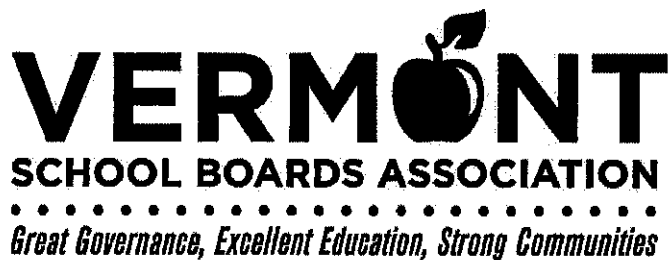
Communication & Interpersonal Skills. Ability to communicate and collaborate effectively, working cooperatively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Understands and is responsive to the needs of others. Understands and effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.

Visionary Planning. Understands strategic planning processes and involves others in strategic plan development; understands the nature of internal and external political systems and environments as they apply to schools and effect educational change.

Partnerships. Understands the role of school/community relations and school governance in furthering the ANWSD vision. Understands the role and relationship between school boards and school personnel. Understands the value of school/community partnerships to maximize school resources.

Competencies. The individual in this position must possess the following:

- Dependability – being reliable, punctual, responsible, and fulfilling obligations
- Self-Control – maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
- Stress Tolerance – accepting criticism and dealing calmly and effectively with high stress situations.
- Cooperation – being pleasant with others on the job and displaying a good-natured, collaborative attitude.
- Concern for Others – being sensitive to others' needs and feelings and being understanding and helpful on the job.
- Attention to Detail – being careful about detail and thorough in completing work tasks.
- Integrity – being honest and ethical.
- Adaptability/Flexibility – being open to input and feedback (positive or negative) and to considerable variety in the workplace.
- Independence – guiding oneself with little or no supervision, and depending on oneself to get things done.
- Social Orientation – preferring to work with others rather than alone, and being personally connected with others on the job.



VSBA Superintendent Evaluation Service

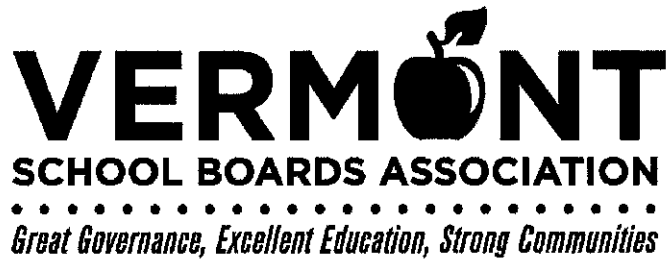
The VSBA helps boards fulfill their responsibility for evaluating the work of the superintendent.

The following steps are included in this service:

1. The board designates a committee and/or individual that will oversee the process for the board. The VSBA works with the committee/individual to review source documents that establish the expectations of the superintendent and the criteria for evaluation. Whenever possible and appropriate, the superintendent is involved in this part of the process. The board/committee/individual determines the evaluation criteria and the method for collecting information relative to superintendent performance.
2. The VSBA drafts an evaluation instrument. The instrument is approved by the board/committee/individual and then is sent to all board members to be completed. Responses are collated by the VSBA and summarized. The feedback is provided to the board/committee/individual for review.
3. The Superintendent completes a self-evaluation using the same criteria.
4. A performance review meeting is conducted by the board/committee/individual together with the superintendent, discussing the feedback from the board and the superintendent's self-evaluation, agreeing on the key themes of the review, and developing 3-5 goals for the coming year.
5. The final, summative version of the evaluation, which includes specifically agreed upon priorities for the coming year, is developed by the board/committee/individual and superintendent. If desired, the VSBA will help with final drafting and formatting of the finished product. The final evaluation is signed by the board chair and the superintendent.

Cost

The services described above, including an initial informational meeting, are billed at the rate of \$1,000 -- to be paid upon completion of the evaluation process.



Purpose

Vermont law (16 V.S.A. 241) charges supervisory union/district boards with hiring and evaluating the superintendent. The _____ Contract provides that, [insert language from the contract relative to evaluation].

Background

The effective functioning of a school system relies on a strong relationship between the school board and the superintendent. Such an effective relationship is built on mutual accountability. The board is accountable to establish clear expectations. The superintendent is accountable for leading the district in the achievement of the desired outcomes.

An annual performance review is a critical component of the work of the board and the superintendent. Ideally, that review is the outgrowth and extension of a productive working relationship that is based upon adhering to roles and responsibilities, and implementing the vision, mission, goals and policies of the school system.

An effective evaluation system will:

- Enhance the performance of the superintendent
- Focus the district on goals and priorities
- Lead to transparent measures of performance and reasonable targets to meet
- Clarify areas where the board-superintendent relationship can be improved

The VSBA evaluation tool has been designed to reflect best practice, which is to use a rubric to determine levels of performance for the superintendent. The rubric was built on a common set of leadership expectations that are tied to professional standards and indicators. Each section of the rubric contains clear indicators with specific criteria to rate each performance level. The levels are scored on a scale of highly effective, effective, developing, and ineffective. The tool also provides for the evaluation of 3-5 district-specific annual goals that have been identified by the superintendent and board.

Process

The annual performance review should ensure the board performs its evaluation role effectively and in a way that can be directly linked to district goals and student performance. The annual review process is also an opportunity for the superintendent to create and maintain a solid leadership team with the board members.

A well designed evaluation process is an important factor in building and sustaining a board-superintendent relationship. The evaluation process gives the board and the superintendent the chance to reach detailed agreement on goals for the upcoming year. The superintendent's goals should always be a major focus of the annual performance evaluation. The goals should

be mutually agreed upon by the superintendent and the board and should be realistic for the superintendent and the staff to achieve. The VSBA suggests three to a maximum of five goals.

Evaluation processes should be tailored to each system's unique circumstances, but in general will include the following elements:

- Agree on Purpose, Outcomes and Process
- Agree on Tool for Data Collection
- Collect and Collate Data
- Conduct Review Meeting with Evaluation Team
- Facilitate Evaluation and Planning Meeting with Superintendent
- Develop Superintendent Goals/Work Plan for Upcoming Year
- Develop Board Goals/Work Plan for Upcoming Year

If this is the first evaluation the board will be conducting with the superintendent, the VSBA recommends that the process be designed to review the performance of the superintendent during the transition year. This evaluation should serve as the baseline for future evaluations, and should provide the board and superintendent with the opportunity to get on the same page about the performance indicators in the rubric, update the job description, and clarify goals and expectations for the coming year. Next year's evaluation will use the same rubric and focus on the goals identified through this year's process, and should also include specific goals and metrics for student achievement.

Board and Superintendent Relationship

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps the board informed with professional, timely communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided in a timely manner with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Input & Feedback	Does not solicit or accept input or feedback from the board.	Accepts input or feedback from the board but does not demonstrate to the board how its input is reflected in decisions.	Accepts input or feedback from the board and clearly indicates how that input has been incorporated into decisions.	Actively and continuously encourages board input and feedback on decisions before they are presented to the board for approval.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	

Board and Superintendent Relationship *(continued)*

	Ineffective	Developing	Effective	Highly Effective	Rating
Operating Results	Doesn't review operating results with board(s).	When asked, provides board(s) with information about operating results.	Provides board(s) with operating results and compares them to established objectives.	Provides board with operating results compared to established objectives and informs board of successes and corrective steps taken, if needed.	
Inter-personal Skills	Does not collaborate, build consensus, resolve conflicts and/or manage crises.	Collaborates with some individuals but not a variety of individuals. Limited ability to build consensus, resolve conflicts and/or manage crises.	Collaborates with a variety of individuals on a regular basis. Satisfactory ability to build consensus, resolve conflicts and/or manage crises.	Actively collaborates with a variety of individuals. Is highly skilled in consensus building, conflict resolution and crisis management.	

Policy

	Ineffective	Developing	Effective	Highly Effective	Rating
Policy Execution	Does not carry out the policies adopted by the board(s).	Carries out the policies adopted by the board(s), but in an inconsistent manner.	Carries out the policies adopted by the board(s) in a consistent manner.	Is proactive in carrying out the policies adopted by the board(s) in a consistent manner and recommending changes when appropriate.	
Policy Development & Administration	Is not involved in the development of district policies. Makes decisions without regard to adopted policy.	Is minimally involved in the development of district policies. Makes decisions after consulting district policy, but in an inconsistent manner.	Is actively involved in the development and recommendation of district policies. Policies are administered consistently and with fidelity.	Is proactive in the determination of district needs and policy priorities. Encourages board participation in the development of policies to meet district needs.	
Procedure Development & Administration	Has not created administrative procedures to implement board policy.	Has created a minimal number of administrative procedures to implement district policies.	Has developed district procedures to accompany district policies where called for in policy.	Has developed district procedures when called for by policy and takes proactive steps to ensure procedures are updated to reflect changes in practice or policy.	
Policy Maintenance	Has no system for the maintenance of board policy.	Provides the board with information when a policy change is needed per change in law or regulation.	Supports the board in developing a schedule for monitoring and updating district policy.	Establishes and maintains a system for the development and codification of board policy.	
Dissemination	Has no system to disseminate policies and procedures to staff and community.	Policies and procedures are available on the district's website.	Policies and procedures are available on the website and staff are trained on new policies as needed.	Has a system in place to assure staff and community awareness of all existing and proposed policies.	

Business and Finance

	Ineffective	Developing	Effective	Highly Effective	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 system exists to ensure the continuous monitoring of budgets so the board has sufficient data for accurate decision-making.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board and ensures annual audit is completed in a timely manner.	Regularly reports to the board concerning the budget and financial status. Annual audit and financial reports indicate the district's finances are being well-managed.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Budget Education	Doesn't assist the board(s) with presentation and explanation of the budget.	Assists the board(s) with presentation and explanation of the budget when asked.	Assists board(s) with presentation and explanation of the budget.	Proactively and skillfully assists board(s) in presentation and explanation of the budget.	
Facility Management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	

Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District Advocacy	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district.	Actively promotes public education and a positive image of the district. Represents the district's interests with the board, faculty, staff and public.	
Communication with community	Isn't readily available	Provides appropriate information only when asked.	Actively seeks two-way communication with all stakeholders as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with all stakeholders.	
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.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Collaboration & Engagement	Does not collaborate with other community groups to promote effective engagement	Collaborates with one or two community groups on specific topics of mutual interest.	Collaborates with a range of community groups to promote effective engagement.	Actively seeks opportunities to build new alliances with community groups and maintains existing relationships. Directs a communications program designed to enlist the understanding, support, and participation of the community in solving the major challenges of the school system.	

Community Relations (continued)

	Ineffective	Developing	Effective	Highly Effective	Rating
Interpersonal Skills	Does not work cooperatively with community members.	Works cooperatively with specific community members on specific projects.	Works cooperatively with a variety of community members on a range of projects.	Actively seeks opportunities to work with community members on a range of projects in order to enlist the support of the community for the school system.	
Local and State Agency Relations	Does not establish a positive working relationship with local and state agencies.	Has a limited working relationship with local and state agencies.	Has a positive working relationship with local and state agencies.	Proactively builds and maintains a positive working relationship with state and local agencies.	

Operational Management and Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Supervision & Evaluation	There is no system to handle supervision and evaluation in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address supervision and evaluation with consistency, fairness, discretion and impartiality.	Supervision and evaluation system is aligned with district vision and goals and implemented at all levels of the district.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Interpersonal Relations	Doesn't collaborate or build relationships with staff and administrators.	Collaborates and builds relationships with staff and administrators in an inconsistent manner.	Collaborates and builds relationships with staff and administrators in a consistent manner.	Collaborates and builds relationships with staff and administrators in a proactive and effective manner.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	

Operational Management and Leadership *(continued)*

	Ineffective	Developing	Effective	Highly Effective	Rating
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Operational Objectives	Doesn't review operational objectives with staff.	Is inconsistent in keeping staff informed of operational objectives.	Consistently keeps staff informed of operational objectives and their role in achieving objectives.	Inspires staff to meet or exceed operational objectives.	
Investigations and Negotiations	Does not plan or direct investigations and negotiations.	Directs investigations and negotiations to meet immediate needs.	Plans and directs investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	Is innovative in establishing plans for investigations and negotiations such as master agreements, mergers and the sale of major assets with the approval of the board(s).	
Supervisory Objectives	Does not carry out supervisory responsibilities in accordance with district's policies and applicable laws.	Is inconsistent in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	Consistently carries out supervisory responsibilities in accordance with district's policies and applicable laws.	Is proactive in carrying out supervisory responsibilities in accordance with district's policies and applicable laws.	

Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Equity and student achievement are important and guide decisions made within the district.	Places equity and student achievement as the top priorities and consistently communicates this to others. Bases decisions on improving equity & student achievement. These priorities are reflected in budget recommendations.	
Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district aligned with the board's vision. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district aligned with the district's vision. Aligns the district and building-based strategic plans and available resources within the budget to accomplish these goals.	

Instructional Leadership (continued)

	Ineffective	Developing	Effective	Highly Effective	Rating
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is developmentally-appropriate, aligned to the state standards and flexible enough to meet the needs of students throughout the district.	
Implements Continuous Improvement	A continuous improvement plan is not being developed.	A continuous improvement plan is being developed.	A continuous improvement plan is in place.	There is on-going development and implementation of a comprehensive plan for continuous improvement based on individual student and systems data.	

Superintendent Goals – _____ School Year

Goal 1

	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2:

	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3:

	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4:

	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	