Performance Standards and Evaluation Criteria:
Director of District Board Operations

Part 1: Introduction

School Board Staff Assistants are employees of Fairfax County Public Schools. The Director of District Board Operations plays a critical role in supporting the effective work of the School Board Member to whom they are assigned, providing strategic research, analysis, communications, and constituent service support, while also overseeing projects, initiatives, and administrative functions.

This evaluation framework provides a structured process for assessing the Director's performance in alignment with the essential duties outlined in the official job description. The framework balances structure with flexibility, encourages innovation, ensures accountability, and supports continuous growth and development through meaningful feedback.

The expectations for professional performance are defined using a two-tiered approach of performance standards and performance indicators. Performance standards define the criteria expected when the Director performs major duties. Performance indicators provide examples of observable, tangible behaviors that indicate the degree to which the Director is meeting each standard. Performance ratings are made at the performance standard level, not at the indicator level.

Part 2: Performance Standards, Indicators, and Rubric

The following performance standards define the criteria expected when the Director performs their major duties. Each includes performance indicators and a corresponding performance rubric that describes the levels of performance.

Standard 1: Strategic Research and Policy Analysis

The Director drives research efforts, analyzes complex issues, prepares reports, presentations, and recommendations, and ensures alignment with their School Board Member's priorities.

Performance Indicators (Sample)

1.1. Conducts comprehensive research on local, state, and federal policy, budget, and governance issues affecting the School Board.
1.2. Synthesizes complex data and information into concise, accessible reports and actionable recommendations.
1.3. Develops detailed presentations, charts, and briefing materials that support their School Board Member's decision-making.

1.4. Identifies potential policy impacts and provides proactive recommendations to address them.
1.5. Ensures reports and recommendations are accurate, evidence-based, and aligned with their School Board Member's priorities.
1.6. Collaborates with internal and external stakeholders to validate findings and recommendations.
1.7. Tracks emerging trends in education governance and integrates relevant analysis into briefings for their School Board Member.
1.8. Prepares position papers or policy statements for use by their School Board Member in public discussions and forums.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director drives research efforts, analyzes complex issues, prepares reports, presentations, and recommendations, and ensures alignment with their School Board Member's priorities, consistently at a level that exceeds expectations, anticipates needs, and serves as a role model for peers.
- **Effective:** The Director drives research efforts, analyzes complex issues, prepares reports, presentations, and recommendations, and ensures alignment with their School Board Member's priorities, as expected.
- **Approaching Effective:** The Director is inconsistent in how they drive research efforts, analyze complex issues, prepare reports, presentations, and recommendations, and ensure alignment with their School Board Member's priorities, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to direct research efforts, analyze complex issues, prepare reports, presentations, and recommendations, and ensure alignment with their School Board Member's priorities, resulting in persistent problems or unmet expectations.

Standard 2: Policy Priorities and Monitoring

The Director briefs their School Board Member on various local, state, and federal policy matters, helping to inform the School Board Member's thinking and advance their priorities.

Performance Indicators (Sample)

2.1 Monitors policy developments at the local, state, and federal levels that impact FCPS.
2.2 Prepares clear, timely, and accurate briefings for their School Board Member on policy priorities and actions as directed.
2.3
2.4 Analyzes policy and prepares written summaries with recommendations for their School Board Member's consideration.
2.5 At the direction of their School Board Member, collaborates with legal counsel and other staff to ensure policy considerations are clearly understood.

2.6 Anticipates policy changes and advises their School Board Member on potential impacts and other considerations.
2.7 Maintains updated knowledge of governance, education, and policy issues relevant to the role.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director consistently briefs their School Board Member on local, state, and federal policy matters at a level that exceeds expectations, anticipates needs, and serves as a role model for peers.
- **Effective:** The Director briefs their School Board Member on local, state, and federal policy matters, as expected, ensuring reliable and professional performance aligned with their School Board Member's priorities.
- **Approaching Effective:** The Director is inconsistent in how they brief their School Board Member on local, state, and federal policy matters, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to brief the board member on local, state, and federal policy matters, resulting in persistent problems, unmet expectations, or noncompliance.

Standard 3: Constituent Services and Community Engagement

The Director manages communications with constituents, facilitates meetings and focus groups, and fosters engagement to gather data and inform their School Board Member's decisions.

Performance Indicators (Sample)

3.1 Manages constituent inquiries via phone, email, and in-person meetings, ensuring timely, respectful, and accurate responses.
3.2 Tracks and resolves constituent concerns, documenting issues and outcomes for accountability.
3.3 Organizes and facilitates community meetings, forums, and focus groups to gather input on their School Board Member's priorities.
3.4 Prepares reports summarizing constituent input and identifying trends or recurring issues.
3.5 Builds and maintains relationships with community leaders, organizations, and stakeholders to foster collaboration.
3.6 Ensures that constituent services reflect principles of equity, inclusivity, and transparency.
3.7 Provides their School Board Member with timely updates on constituent issues requiring attention or action.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director manages communications with constituents, facilitates meetings and focus

groups, and fosters engagement to gather data and inform their School Board Member's decisions, consistently at a level that exceeds expectations, anticipates needs, and serves as a role model for peers.

- **Effective:** The Director manages communications with constituents, facilitates meetings and focus groups, and fosters engagement to gather data and inform board decisions as expected, ensuring reliable and professional performance aligned with their School Board Member's priorities.
- **Approaching Effective:** The Director is inconsistent in how they manage communications with constituents, facilitate meetings and focus groups, and foster engagement to gather data and inform their School Board Member's decisions, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to manage communications with constituents, facilitates meetings and focus groups, and fosters engagement to gather data and inform their School Board Member's decisions, resulting in persistent problems, unmet expectations, or noncompliance.

Standard 4: Board Member Support and Liaison

The Director provides direct support to their School Board Member, manages correspondence, calendars, and travel, and serves as liaison with FCPS staff, elected officials, and external organizations.

Performance Indicators (Sample)

4.1 Manages and prioritizes correspondence, including drafting, editing, and ensuring timely responses.
4.2 Schedules and coordinates meetings, events, and travel for their School Board Member, ensuring alignment with priorities.
4.3 Prepares detailed itineraries, background materials, and briefings for meetings and events.
4.4 Serves as liaison with FCPS staff, elected officials, and external organizations to facilitate communication and coordination.
4.5 Tracks and follows up on action items and commitments on behalf of their School Board Member.
4.6 Anticipates their School Board Member's needs and proactively prepares materials or resources.
4.7 Ensures confidentiality and discretion in handling sensitive or personal matters.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director provides direct support to their School Board Member, manages correspondence, calendars, and travel, and serves as liaison with FCPS staff, elected officials, and external organizations, consistently at a level that exceeds expectations, anticipates needs, and serves as a role model for peers.
- **Effective:** The Director provides direct support to their School Board Member, manages correspondence, calendars, and travel, and serves as liaison with FCPS

staff, elected officials, and external organizations, as expected, ensuring reliable and professional performance aligned with Board member priorities.
- **Approaching Effective:** The Director is inconsistent in how they provide direct support to their School Board Member, manage correspondence, calendars, and travel, and serve as liaison with FCPS staff, elected officials, and external organizations, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to provide direct support to their School Board Member, manages correspondence, calendars, and travel, and serves as liaison with FCPS staff, elected officials, and external organizations, resulting in persistent problems, unmet expectations, or noncompliance.

Standard 5: Communications and Media Management

The Director manages their School Board Member's communication platforms, including newsletters, social media, and websites, ensuring consistent and effective messaging.

Performance Indicators (Sample)

5.1 Develops and distributes newsletters that clearly communicate their School Board Member's priorities, activities, and achievements.
5.2 Manages social media accounts, ensuring content is accurate, timely, and aligned with their School Board Member's priorities.
5.3 Serves as web curator for their School Board Member's online presence, maintaining accurate and updated content.
5.4 Drafts, edits, and reviews communications to ensure clarity, accuracy, and professionalism.
5.5 Monitors engagement metrics and adjusts communication strategies to maximize impact.
5.6 Ensures compliance with FCPS communication policies and standards.
5.7 Coordinates with other staff to ensure consistent and aligned messaging across platforms.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director manages their School Board Member's communication platforms, including newsletters, social media, and websites, to ensure consistent and effective messaging that consistently exceeds expectations, anticipates needs, and serves as a role model for peers.
- **Effective:** The Director manages their School Board Member's communication platforms, including newsletters, social media, and websites, to ensure consistent and effective messaging, as expected, to ensure reliable and professional performance aligned with their School Board Member's priorities.
- **Approaching Effective:** The Director is inconsistent in how they manage their School Board Member's communication platforms, including newsletters, social media, and websites, to ensure consistent and effective messaging, occasionally resulting in gaps, delays, or reduced effectiveness.

- **Ineffective:** The Director fails to manage their School Board Member's communication platforms, including newsletters, social media, and websites, to ensure consistent and effective messaging, resulting in persistent problems, unmet expectations, or noncompliance.

Standard 6: Project and Initiative Management

The Director oversees special projects and initiatives to ensure alignment with their School Board Member's priorities, managing timelines, deliverables, and community engagement.

Performance Indicators (Sample)

6.1 Plans, organizes, and manages special projects or initiatives aligned with their School Board Member's priorities.
6.2 Coordinates stakeholder involvement in projects to ensure broad input and support.
6.3 Tracks timelines, deliverables, and milestones to ensure projects are completed successfully.
6.4 Prepares project updates, reports, and presentations for their School Board Member and other stakeholders.
6.5 Evaluates project outcomes and incorporates lessons learned into future initiatives.
6.6 Ensures that projects reflect FCPS priorities and values, including equity, access, and transparency.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director oversees special projects and initiatives at a level that exceeds expectations, consistently anticipating needs, ensuring alignment with their School Board Member's priorities, and serving as a role model for peers.
- **Effective:** The Director oversees special projects and initiatives to ensure alignment with their School Board Member's priorities, managing timelines, deliverables, and community engagement as expected, with reliable and professional performance.
- **Approaching Effective:** The Director is inconsistent in overseeing special projects and initiatives, occasionally resulting in gaps, delays, or reduced effectiveness in managing timelines, deliverables, or community engagement.
- **Ineffective:** The Director fails to oversee special projects and initiatives effectively, resulting in persistent problems, unmet expectations, missed timelines, or lack of alignment with their School Board Member's priorities.

Standard 7: Office Operations and Staff Oversight

The Director oversees administrative functions, supervises assistants, and ensures directives and actions are tracked and completed accurately.

Performance Indicators (Sample)

7.1 Supervises and provides guidance to assigned assistants or staff members, ensuring clarity of roles and expectations.
7.2 Oversees administrative processes such as correspondence, filing, and scheduling to ensure efficiency.
7.3 Tracks their School Board Member's directives and ensures follow-up and completion of assigned actions.
7.4 Maintains confidential files and ensures proper records management practices are followed.
7.5 Ensures compliance with policies and procedures governing administrative functions.
7.6 Provides training or mentoring to staff to strengthen skills and improve office operations.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director oversees administrative functions, supervises assistants, and ensures directives and actions are tracked and completed at a level that exceeds expectations, consistently anticipating needs and serving as a role model for peers.
- **Effective:** The Director oversees administrative functions, supervises assistants, and ensures directives and actions are tracked and completed accurately, providing reliable and professional performance aligned with their School Board Member's priorities.
- **Approaching Effective:** The Director is inconsistent in overseeing administrative functions, supervising assistants, or ensuring directives and actions are tracked and completed, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to oversee administrative functions, supervise assistants, or ensure directives and actions are tracked and completed accurately, resulting in persistent problems, unmet expectations, or noncompliance.

Standard 8: Professionalism

The Director demonstrates ethical behavior, confidentiality, and professionalism; maintains knowledge of governance and policy issues; and communicates effectively under pressure.

Performance Indicators (Sample)

8.1 Demonstrates integrity, ethical conduct, and sound judgment in all professional activities.
8.2 Respects and maintains confidentiality of sensitive information and materials.
8.3 Engages in continuous professional development related to governance, communications, and policy.
8.4 Maintains composure and effectiveness under pressure and in high-stakes situations.

8.5 Demonstrates strong organizational and time-management skills to meet multiple deadlines.
8.6 Communicates respectfully and effectively with diverse stakeholders, both orally and in writing.
8.7 Serves as a role model for professionalism and accountability within the School Board Office.

Performance Rubric (Sample)

- **Highly Effective:** In addition to meeting the requirements for Effective, the Director demonstrates ethical behavior, confidentiality, and professionalism; maintains knowledge of governance and policy issues; and communicates effectively under pressure at a level that exceeds expectations, consistently anticipating needs and serving as a role model for peers.
- **Effective:** The Director demonstrates ethical behavior, confidentiality, and professionalism; maintains knowledge of governance and policy issues; and communicates effectively under pressure, providing reliable and professional performance aligned with Board member priorities.
- **Approaching Effective:** The Director is inconsistent in demonstrating ethical behavior, confidentiality, professionalism, knowledge of governance and policy issues, or effective communication under pressure, occasionally resulting in gaps, delays, or reduced effectiveness.
- **Ineffective:** The Director fails to demonstrate ethical behavior, confidentiality, professionalism, knowledge of governance and policy issues, or effective communication under pressure, resulting in persistent problems, unmet expectations, or noncompliance.

Part 3: Documenting Performance

To aid in conducting a comprehensive evaluation, and at their School Board Member's discretion, the Director's performance can be documented using multiple sources (e.g., self-evaluations, records of completed tasks, direct feedback from their School Board Member, samples of completed projects, etc.).

Part 4: Self-Evaluation

The Director of District Board Operations will use this form annually to reflect on the effectiveness and adequacy of practice based on each performance standard.

Director's Name: _____ Date: _____

School Year: _____

1. Strategic Research and Policy Analysis: The Director drives research efforts, analyzes complex issues, prepares reports, presentations, and recommendations, and ensures alignment with School Board priorities and policies.

- Areas of strength:
- Areas needing work/strategies for improving performance:

2. Legislative and Regulatory Support: The Director briefs their School Board Member on legislative agendas, interprets regulations, and helps to ensure compliance with applicable local, state, and federal laws.

- Areas of strength:
- Areas needing work/strategies for improving performance:

3. Constituent Services and Community Engagement: The Director manages communications with constituents, facilitates meetings and focus groups, and fosters engagement to gather data and inform their School Board Member's decisions.

- Areas of strength:
- Areas needing work/strategies for improving performance:

4. Board Member Support and Liaison: The Director provides direct support to their School Board Member, manages correspondence, calendars, and travel, and serves as liaison with FCPS staff, elected officials, and external organizations.

- Areas of strength:
- Areas needing work/strategies for improving performance:

5. Communications and Media Management: The Director manages their School Board Member's communication platforms, including newsletters, social media, and websites, ensuring consistent and effective messaging.

- Areas of strength:
- Areas needing work/strategies for improving performance:

6. Project and Initiative Management: The Director oversees special projects and initiatives to ensure alignment with their School Board Member's priorities, managing timelines, deliverables, and community engagement.

- Areas of strength:
- Areas needing work/strategies for improving performance:

7. Office Operations and Staff Oversight: The Director oversees administrative functions, supervises assistants, and ensures directives and actions are tracked and completed accurately.

- Areas of strength:
- Areas needing work/strategies for improving performance:

8. Professionalism: The Director demonstrates ethical behavior, confidentiality, and professionalism; maintains knowledge of governance and policy issues; and communicates effectively under pressure.

- Areas of strength:
- Areas needing work/strategies for improving performance:

Part 5: Evaluation

At the conclusion of each evaluation cycle, the Director of District Board Operations will receive their School Board Member's evaluation of their performance across each individual standard, as well as a single rating across all standards representing the Director of District Board Operations' summative performance. The School Board Member will coordinate the evaluation with the FCPS Department of Human Resources. These evaluations may vary by School Board Member, driven by their unique expectations and management style. Ratings for individual standards will be Highly Effective (4 points), Effective (3 points), Approaching Effective (2 points), or Ineffective (1 point). The overall rating will be Highly Effective, Effective, Approaching Effective, or Ineffective, using the following range of overall scores:

Rating	Range
Highly Effective	28-32
Effective	24-27
Approaching Effective	16-23
Inffective	08-15

Sample Calculations for Director of District Board Operations' Performance Evaluation:

Standard	Rating	Points
Standard 1	Highly Effective	4
Standard 2	Effective	3
Standard 3	Effective	3
Standard 4	Effective	3
Standard 5	Highly Effective	4
Standard 6	Approaching Effective	2
Standard 7	Approaching Effective	2
Standard 8	Approaching Effective	2
Overall Rating	**Effective**	**23**

Recommended for Continued Employment: ☐ Yes ☐ No