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**Research Base McREL Superintendent Evaluation System
Administrator Evaluation: Postings and Assurances
Non-State Approved Evaluation Tool; District-Approved Evaluation Tool**

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website specific information about the evaluation tool(s) used for its performance evaluation system for school administrators. Complete language (including requirements) for MCL 380.1249b can be found [here](#).

This evaluation tool has been approved by the district, as the result of a review process implemented with fidelity. The contents of this document are compliant with the law laid forth, specifically pertaining to McREL Balanced Leadership Superintendent Evaluation System.

Mrs. Nawal Hamadeh

Printed Name of Superintendent



Signature of Superintendent

9/20/2016

Date of Adoption in District

Research Base McREL Superintendent Evaluation System Administrator Evaluation: Postings and Assurances Non-State Approved Evaluation Tool; District-Approved Evaluation Tool

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Meeting Michigan Department of Education Requirements

The following evaluation systems were developed by McREL International to support the Michigan Department of Education (MDE) legislation and local school district policies concerning the use of evaluation and support systems for pre-K12 educators;

- *Balanced Leadership Superintendent and Central Office Evaluation System*
- *Standards-based Superintendent and Central Office Evaluation System*

Addressing the teacher and leader effectiveness expectations of Public Law, NCLB Act 2001¹, McREL International (formerly, Mid-continent Research for Education and Learning) began researching, designing, developing and implementing evaluation and support systems as early as 2006. Research is clear, education leaders are second only to teacher quality as having the greatest effects on student achievement. Our evaluation systems are first and foremost expected to strengthen teacher and leader quality in support of optimal opportunities for students to learn.

As a national and international leader in education research, McREL has conducted large-scale studies examining the effects of teachers², school-leaders³, and superintendents⁴ on school outcomes and, more importantly, student achievement. We have used our findings as cornerstones for the rubrics that articulate research-based practices about what educators should know and do and scaffolding those practices along a continuum of performance levels that guide educators to higher levels of productivity and performance. In the following sections, we will respond to the requirements of MDE that may permit school districts the option to use McREL's Educator Evaluation Systems.

¹ Act, N. C. L. B. (2001). United States Department of Education. *Public Law*, 107-110.

² Beesley, A. D., & Apthorp, H. S. (2010). Classroom Instruction That Works: Research Report. *Mid-continent Research for Education and Learning (McREL)*.

³ Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. A Working Paper.

⁴ Waters, T. J., & Marzano, R. J. (2006). School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement. A Working Paper. *Mid-Continent Research for Education and Learning (McREL)*.

Background

In 2006 McREL International reported preliminary findings from the largest study to date on the effects of superintendent leadership on student achievement. The findings resulted in a Solution Tree publication⁵ in 2008, *District Leadership that works: Striking the right balance*. The findings, provide the foundation for McREL's two superintendent and central office leadership evaluation systems; *The Balanced Leadership Superintendent Evaluation System* and the *Standards-based Superintendent Evaluation System*. The rubrics for each of these systems are predicated on the factors demonstrating a statistically significant correlation between the work of the superintendent and student achievement.

McREL authors began organizing the findings from our effective classroom, school leadership and central office leadership research⁶ to make the results relevant and useful to the design and development of the rubric that communicates the work of the superintendent. Recognizing the need to connect the results to existing standards of leadership performance, McREL conducted a comparative analysis between the six key findings and the Interstate School Leaders Licensure Consortium (ISLLC) standards⁷. The primary purpose of the analysis was to offer insight about what standards may guide performance of education leaders in the future.

Research Base for the Evaluation Framework, Instrument, and Process [Section 1249b(2)(a)]

McREL International Superintendent Research Study

Before McREL began studying the effect of superintendents on school and district productivity there was an only a few studies but none quite as descriptive and defined. Building on our school-level leadership the work eventually resulted in the development of the *Balanced Leadership Framework*⁸. This framework is a graphic organizer intended to make the work of education leadership manageable, yet meaningful. The interpretation of the research and McREL's framework was developed from three key bodies of knowledge:

- A quantitative analysis of 30 years of research,
- An exhaustive review of the qualitative and theoretical literature on school and district leadership, and
- Our research team's more than 100 years of combined professional wisdom on education leadership.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, conducted a meta-analysis of research — a

⁵ Marzano, R. J., & Waters, T. (2008). *District leadership that works: Striking the right balance*. Solution Tree Press.

⁶ Waters, J. T., & Marzano, R. J. (2007). The primacy of superintendent leadership. *Noteworthy*, 16. Retrieved 2016 from: <http://files.eric.ed.gov/fulltext/ED544636.pdf#page=21>

⁷ Waters, T., & Kingston, S. (2005). The Standards We Need: A Comparative Analysis of Performance Standards Shows Us What Is Essential for Principals to Know and Be Able to Do to Improve Achievement. *Leadership*, 35(1), 14. Retrieved 2016 from: <https://eric.ed.gov/?id=EJ727814>

⁸ Waters, T., & Cameron, G. (2007). The Balanced Leadership Framework: Connecting Vision with Action. *Mid-continent Research for Education and Learning (McREL)*. Retrieved 2016 from: <https://eric.ed.gov/?id=ED544245>

sophisticated technique that combines data from separate studies into a single sample of research — on the influence of school district leaders on student performance. This meta-analysis examined findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

Research Questions

We asked the following basic research question for our meta-analysis of research on superintendents:

- What is the strength of relationship between leadership at the district level and average student academic achievement in the district?
In addition, we asked the following related research questions:
- What specific district-level leadership responsibilities are related to student academic achievement?
- What specific leadership practices are used to fulfill these responsibilities?
- What is the variation in the relationship between district leadership and student achievement? Stated differently, do behaviors associated with strong leadership always have a positive effect on student achievement?

Research Findings

Addressing the primary question; *What is the strength of relationship between leadership at the district level and average student academic achievement in the district?* We found there to be a statistically significant relationship between district-level leadership and student achievement. In fact, the computed correlation was .24. This means that a one standard deviation increase in district-level leadership is associated with a 9.5 percentile gain in mean student achievement.

With respect to second question; *What specific district leadership responsibilities are related to student academic achievement?* We found there to be six broad leadership responsibilities each has several associated practices. While these six responsibilities may not be surprising, however it is in the execution of these responsibilities that prove to be the difference between effective and marginally effective superintendents. They are as follows:

- Collaborative goal-setting
- Non-negotiable goals for achievement and instruction
- Board alignment with and support of district goals
- Monitoring the goals for achievement and instruction
- Use of resources to support the goals for achievement and instruction
- Defined autonomy

Collaborative goal-setting

Effective superintendents include all relevant stakeholders, including central office staff, building-level administrators, and board members, in establishing non-negotiable goals for their districts. In particular, they ensure that building-level administrators

throughout the district are heavily involved in the goal-setting process since these are the individuals who, for all practical purposes, will implement articulated goals in schools.

Non-negotiable goals for achievement & instruction

Effective superintendents ensure that the collaborative goal-setting process results in nonnegotiable goals (i.e., goals that all staff members must act upon) in at least two areas: student achievement and classroom instruction. This means that the district sets specific achievement targets for the district as a whole, for individual schools, and for subpopulations of students within the district. With respect to goals for classroom instruction, this responsibility does not mean that the district establishes a single instructional model that all teachers must employ. However, it does mean that the district adopts a broad but common framework for classroom instructional design and planning, common instructional language or vocabulary, and consistent use of research-based instructional strategies in each school.

Board alignment with & support of district goals

In districts with higher levels of student achievement, the local board of education is aligned with and supportive of the non-negotiable goals for achievement and instruction. The board ensures that these goals remain the top priorities in the district and that no other initiatives detract attention or resources from accomplishing these goals. Although other initiatives might be undertaken, none can detract attention or resources from these two primary goals. Indeed, publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement.

Monitoring achievement & instruction goals

Effective superintendents continually monitor district progress toward achievement and instructional goals to ensure that these goals remain the driving force behind a district's actions. If not monitored continually, district goals can become little more than pithy refrains that are spoken at district and school events and highlighted in written reports. Effective superintendents ensure that each school regularly examines the extent to which it is to meeting achievement targets.

Use of resources to support the goals for instruction and achievement

Superintendents of high-performing districts ensure that the necessary resources, including time, money, personnel, and materials, are allocated to accomplish the district's goals. This can mean cutting back on or dropping initiatives that are not aligned with district goals for achievement and instruction. Our analysis does not answer questions about the level of resources school districts must commit to supporting district achievement and instructional goals. However, it is clear from our analysis that a meaningful commitment of funding must be dedicated to professional development for teachers and principals.

Defined autonomy

This finding is directly related to the superintendent's relationship with individual

schools in the district. Different from site-based management when demonstrates no positive relationship between the work of superintendent and central office and student achievement – defined autonomy assumes providing the support to schools predicated on contextual needs. Our findings suggest autonomy rather than site-based decision making has a positive correlation to student achievement of .28.

A combination of these six broad responsibilities and associated practices is the focus of the Balanced Leadership and Standards-based Superintendent Evaluation systems. By using the results of the evaluation to guide their own professional development and individual learning strategies, the superintendent will be able to chart a course for professional growth and development, collaborate with board members and central office instructional staff, and lead the district to higher levels of performance.

Evaluation Framework and Rubric [Section 1249b(2)(d)]

McREL's Superintendent Evaluation Systems

Resulting from the need to effectively monitor and support educator effectiveness, two approaches to evaluation design and development have emerged. One type of evaluation system can be characterized as framework or domain based. These systems articulate the knowledge, skills and dispositions of effective practice through a defined approach, often expressed through a framework. McREL has developed such a system, known as the *Balanced Leadership Superintendent Evaluation System* (See appendix A for framework-based rubric). This evaluation rubric includes three framework components. Each framework component is supported by a set of associated leadership responsibilities. Each leadership responsibility is supported by a formative rubric with sets of descriptors or leadership practices that distinguish leadership at various levels of performance.

The second type of system is designed from performance standards. Standards-based evaluation systems try to capture the essence of quality leadership and instruction through explicit and detailed standards of superintendent performance. Originally developed for the state of North Carolina⁹, McREL has developed the *McREL Standards-based Superintendent Evaluation System* (See Appendix B for the standards-based rubric). The standards-based system offers a *content neutral rubric* articulating performance criteria. Each standard is supported by a set of sub-standards called elements. Each element, in turn, is supported by a formative rubric with sets of descriptors or leadership practices that distinguish leadership at various levels of performance.

Whether framework-based or standards-based, McREL's superintendent evaluation rubrics are designed from the effective school and district-level leadership research and the Balanced Leadership Framework®. Both types of evaluation systems were developed to support individual needs of school systems around the county.

⁹ North Carolina Superintendent Evaluation System (2010). North Carolina Department of Public Instruction. Author. Retrieved 2017 from: <http://www.dpi.state.nc.us/effectiveness-model/ncees/instruments/>

The Rubric

Rather than use a model that describes what superintendent's do not do, the McREL's Superintendent Evaluation Systems are designed to express what superintendents should know and be able to do (See figure 1 for example).

Standard 1: Strategic Leadership —Superintendents create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21 st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.					Standard
a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs, and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.					Element
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)	Rating
<input type="checkbox"/> Develops and communicates a personal vision of a 21 st century school district. <input type="checkbox"/> Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21 st century. <input type="checkbox"/> Convenes a core group of district leaders to develop a district	... and <input type="checkbox"/> Facilitates the development and implementation of a district strategic plan aligned to the district's mission, local priorities, and to the mission and goals of the state board of education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with	... and <input type="checkbox"/> Ensures that the district's strategic plan is implemented as intended by its developers. <input type="checkbox"/> Develops relationships within and beyond the school community that ensure understanding and appreciation of... the district's vision and that positively affect and are affected by the	... and <input type="checkbox"/> Leads in such a way that the district's strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts. <input type="checkbox"/> Conscientiously and routinely solicits input		Descriptors

Figure 1: Example of McREL's Standards-based Superintendent evaluation rubric

Therefore, the levels of performance extend along a five-categorical rating continuum that include: "Developing", "Proficient", "Accomplished", "Distinguished", and "Not Demonstrated". Information and data regarding performance will be collected through a variety of methods, for example; site-visits, evaluation meetings, artifacts, staff and community surveys or school improvement plans. The data collected throughout the evaluation process is benchmarked against the superintendents' performance improvement goals and demonstration or fulfillment of the descriptors/practices captured in formative rubrics. At the end of the evaluation process a summary rating form is constructed using the data collected throughout the evaluation process. The summary rating form provides a summative assessment of the school leaders' performance and subsequently the results are used to establish a set of professional development goals focused on improved performance.

The McREL Superintendent Evaluation Systems are designed to provide superintendents and central office leaders with a holistic perspective and feedback based on their performance utilizing either the Standards-based or Balanced Leadership Framework components. Each component consists of a set research-based leadership responsibilities and practices. While, one can perceive these responsibilities and practices as discrete they are, in most cases, interdependent. In other words, proficient education leaders know how and when to emphasize these responsibilities strategically and effectively based on specific educational contexts.

Identification and Qualifications of the Author(s) [Section 1249b(2)(b)]

(b) The identity and qualifications of the author or authors or, if the school district, intermediate school district, or public school academy adapts or modifies an evaluation tool from the list under subsection (5), the identity and qualifications of a person with

expertise in teacher evaluations who has reviewed the adapted or modified evaluation tool.

From McREL International

Tony Davis, Ph.D., is a Consulting Director and national expert on evaluation design and leadership development from McREL International's Human Capital and Leadership Development Department. He supervises, coordinates and provides research, design and implementation of Educator Evaluation Systems and provides technical assistance and consultation to state and regional education agencies across the nation. He was involved the design, development and implementation of state-wide adopted systems for states of North Carolina and Texas. In addition, he provides professional development sessions in school-level leadership designed from McREL's Balanced Leadership: School Leadership that Works series.

Previously, he was as a high school teacher for eight years before serving as an assistant principal and principal at the high school and middle school levels in the Denver Metro area for 20 years. He served as a faculty member at Regis University at the graduate level in Educational Leadership and Teacher Licensure programs. He holds a doctoral degree in Educational Administration and Policy Studies from the University of Denver.

Kent A. Davis, Ed.D., is a Managing Consultant at McREL International. He conducts workshops and training for K-12 teachers and administrators on research-based leadership and instructional practices including principal and teacher evaluation. Kent also works with school leadership teams on implementing researched-based practices to improve student learning.

Kent has served as a teacher and administrator in public education for 32 years. Prior to joining McREL, He served in various capacities including principal and associate superintendent in the Deer Valley Unified School District in Phoenix, Arizona. As associate superintendent of educational services, Kent was responsible for supervision of principals and several departments including curriculum, instruction and assessment; student support services (special education); information services and technology; and Title I and II. Prior to this, he was associate superintendent of administrative services where he oversaw: transportation, food and nutrition, graphics communication, information services, growth management, construction, maintenance/facilities, and technology.

Kent has several degrees in education. A doctorate, granted from Arizona State University, which focuses on Educational Administration and Supervision. His Bachelor of Arts and Master of Education degrees are in elementary education from the University of Arizona.

Evidence of Reliability, Validity, and Efficacy [Section 1249b(2)(c)]

Introduction

A crucial form of validity is found in the constructs and practices implied through the descriptors that constitute the content of the rubric (what we want leaders to know and be able to do). Descriptor development arise from their connection to the theoretical and empirical literature on effective school leadership such as school environment, organizational management, school improvement, teacher practices, and student

outcomes. Conceptually, this is a form of content validity where descriptors used will have been linked to key outcomes associated with effective leadership. This is done by drawing from extant literature on effective leadership practices. For example, there is strong agreement among researchers that effective leadership is important to successful school and district improvement and student performance^{10 11 12}. Both meta-analytic research and a recent research synthesis¹³ indicate a statistically significant relationship between the strength of school leadership and student achievement. The extensive review and synthesis of research is the foundation of McREL's Balanced Leadership (Framework-based) and Standards-based Superintendent Evaluation rubrics. As opportunities arise, McREL researchers in collaboration with SEA or LEA, will examine superintendent evaluation scores and study the effects that improvement in superintendent leadership has on district outcomes and student achievement.

Rubric and system modification

Modifications or adaptations to the rubric descriptors have the potential to compromise reliability and/or validity measures. To maintain the integrity and rigor of any rubric based system it is strongly suggested that two groups of individuals be included if modifications or adaptations are required. The first group should include researchers with the training, expertise, and experience in instrument development. The second group, include practitioners with the practical experience, training and expertise in leadership. Together these two stakeholder groups would provide the necessary guidance to make recommended system and rubric modifications or adaptations that are congruent with accurately and consistently measuring leadership performance, providing meaningful feedback, and establishing attainable improvement goals.

Rubrics define and measure performance

Framework-based and standards-based evaluations systems incorporate the quantitative and qualitative evidence on independent factors associated with improving educator quality (see appendix A & B for the rubrics). McREL's evaluation systems leverage the quantitative findings on the effects of leadership on student achievement combined with current best-practice literature and professional wisdom to articulate leadership performance.

The rubrics are developed using a constructive approach that scaffolds knowledge, skills and dispositions across a continuum of rating that differentiate performance from a novice to distinguished practitioner. McREL's Superintendent Evaluation rubrics address the multiple ways that leaders contribute to improving student performance and organizational productivity. Multiple indicators are distributed across four categories and distinctive to the degree that performance can be appropriately identified and accurately measured.

¹⁰ Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing schools for improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

¹¹ Desimone, L. (2002). How can comprehensive school reform models be successfully implemented? *Review of Educational Research*, 72(3), 433–479.

¹² Goddard, R. D., Goddard, Y. L., Kim, E. S., & Miller, R. J. (2011). A social cognitive perspective on collective efficacy and goal attainment in schools: The roles of principals' instructional leadership and teacher collaboration. Paper presented at the annual conference of the American Education Research Association, New Orleans, LA.

¹³ Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational administration quarterly*, 44(5), 635-674.

Performance ratings

Each framework component is subdivided into responsibilities. For each responsibility, associated behaviors (identified as “practices” in the evaluation system) are defined. These practices are aligned to five ordinal performance levels. From lowest to highest performance level, these categories are: Not Demonstrated, Developing, Proficient, Accomplished and Distinguished. The performance level for an individual on a leadership responsibility depends on the combination of practices the evaluatee demonstrates. The ordinal rating scale used to differentiate performance measures is supported by clear definitions for each rating. McREL has developed a series of rubrics that align and measure behaviors found in each of the standards/components. The following ordinal performance ratings are used to evaluate superintendents;

- **Developing:** Superintendent demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Superintendent demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Superintendent exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** Superintendent consistently and significantly exceeded basic competence on standard(s) of performance.
- **Not Demonstrated:** Superintendent did not demonstrate competence on or make adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the evaluator must comment about why it was used.)

Description of Process for Conducting Classroom Observations, Collecting Evidence, Conducting Evaluation Conferences, Developing Performance Ratings, and Developing Performance Improvement Plans [Section 1249b(2)(e)]

Steps in the evaluation process

COMPONENT 1: TRAINING

Each school year, the superintendent and Board of Education (BOE) president will conduct a group orientation with all BOE members. At this orientation, each BOE member will receive a complete set of materials outlining the evaluation process and an explanation of the timeline and how performance will be measured. Each BOE member should become thoroughly familiar with McREL’s Superintendent Evaluation System and all of the materials associated with it, including definitions and forms.

COMPONENT 2: Superintendent will complete a Self-assessment

The superintendent will assess their own performance using the Superintendent Evaluation Rubric. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step 3.

Concurrently (with step a), the evaluator will assess the performance of the superintendent using the Superintendent Evaluation Rubric. Along with the superintendent's self-assessment, this will serve as the foundation for the performance discussion to be held as Step 3.

COMPONENT 3: Meeting between the Superintendent and BOE President

The Superintendent will meet individually with the BOE president to discuss the results of self-assessment and establish personal performance goals for the upcoming school year.

The BOE member's ratings, preliminary performance goals, and any artifacts or other evidence the superintendent and BOE President believe are critical to understanding and assessing performance. The superintendent and BOE President will agree on the data, evidence, and documentation necessary to complete the evaluation process and confirm the superintendent's level of performance.

COMPONENT 4: Consolidated performance assessment

The superintendent will synthesize the information agreed on from Steps 3 to prepare a consolidated assessment or comprehensive view of performance throughout the year. This summary of the data and artifacts used to judge performance should be provided to the BOE President for dissemination to other BOE members well in advance of the end-of-year performance discussion.

COMPONENT 5: BOE ratings of the Superintendent

Members of the board will independently rate the superintendent's performance using the Rubric for Evaluating Superintendents. The Board will meet to discuss performance, ratings and offer feedback. They should make every attempt to come to consensus on final ratings.

COMPONENT 6: Final evaluation

The superintendent and the board will discuss the superintendent's progress toward achieving goals established for the year and the level of performance on Framework Components and Elements as documented in steps 2 and 5. This discussion will include;

- the self-assessment, consolidated assessment, and the board's summary evaluation of the superintendent.
- Should additional data or documents need to be brought into the discussion, the board and superintendent will agree on the information needed for the review and a timeline for providing it for the board's consideration. At this meeting, the superintendent and the board will agree upon performance goals and recommendations for the subsequent school year.

A description of the plan for providing evaluators and observers with training.

McREL has created professional development and program evaluation support for each system. Professional development includes a customizable two-day workshop to introduce and train participants on using the system and ongoing support after the two-day workshop via webinars and direct support from evaluation experts. If clients choose to implement the evaluation system using a web-based platform, McREL also provides on-demand online support, as well as access to a help desk for more personalized assistance.

Appendix A

The McREL Balanced Leadership (framework) Superintendent Evaluation Rubric

THE SUPERINTENDENT EVALUATION RUBRIC — BALANCED LEADERSHIP FRAMEWORK

FRAMEWORK COMPONENT I: PURPOSEFUL COMMUNITY

A Purposeful Community is one with the collective efficacy and capability to develop and use assets to accomplish goals that matter to all community members through agreed upon processes.

a. Purpose and outcomes. The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
Articulates a shared vision for the district in the 21st century.	and... Develops and adopts five year non-negotiable goals for achievement and instruction <input type="checkbox"/> collaboratively with the Board. (2) Demonstrates situational awareness of the political climate of the school district. (3) Uses multiple sources of data to understand the culture of the district.	and... Ensures that schools have a <input type="checkbox"/> clear mission focused on district goals. (6) Builds community understanding of what is required to ensure that every school student graduates from high school globally competitive for work and postsecondary education. Ensures that all parental and community involvement activities respect the cultures and traditions of the local community.	and... Consistently and routinely solicits input from stakeholder groups to determine the effectiveness of the district's strategic plan and ensures that changes to the plan are made, informed by this input.	

b. Agreed-upon processes. The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
Conveys a shared understanding <input type="checkbox"/> as to the nature and function of the goal setting process. (1) Periodically reviews and updates <input type="checkbox"/> the district's mission, vision and strategic goals. Coordinates the development of a district strategic plan based on the district's mission, vision and non-negotiable goals. Conveys how policies and practices relate to the district's mission, vision, and goals	and... Leads board members, central office staff and school administrators, in a <input type="checkbox"/> collaborative goal setting process. (1) Establishes strong agreed-upon principles/ values which direct actions of people. (6) Contributes to a rigorous and systematic approach to update or rewrite the district's vision, <input type="checkbox"/> mission, values, beliefs, and goals statements. Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. Implements processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures.	and... Creates a shared vision and <input type="checkbox"/> understanding of "defined autonomy." (6) Creates collaborative processes and procedures for developing, implementing, reviewing and <input type="checkbox"/> maintaining the district's strategic plan. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. Designs a plan to implement policies and procedures that ensures engagement and cooperation among staff.	and... Leverages policies and procedures to maintain high levels of collective efficacy.	

c. Tangible and intangible assets. The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Articulates the rationale of shared leadership. <input type="checkbox"/> Identifies groups and potential partners within the community.	and... <input type="checkbox"/> Directs personnel operations to assure a stable yet improving and well balanced work force. (6) <input type="checkbox"/> Ensures the hiring of well qualified teachers. (6) <input type="checkbox"/> Implements structures to share leadership and decision making among staff members throughout the district. <input type="checkbox"/> Establishes new opportunities for meaningful partnerships or collaborative endeavors.	and... <input type="checkbox"/> Ensures accountability for effectively assuming leadership roles. <input type="checkbox"/> Expands the capacity central office staff to establish and maintain collaborative work environments. <input type="checkbox"/> Creates policies, procedures, and processes that support shared leadership. <input type="checkbox"/> Builds relationships within and beyond the school community that ensure understanding and appreciation of the district's vision.	and... <input type="checkbox"/> Uses shared leadership to promote effective change throughout the district and to support ongoing improvement of student learning. <input type="checkbox"/> Leverages relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input type="checkbox"/> Inspires community trust in the school district in meetings, through media, and with other approaches.	
d. Collective efficacy. The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Possesses a sense of self-efficacy to affect positive leadership in the district. <input type="checkbox"/> Understands the importance of efficacy among district staff in promoting district goals. <input type="checkbox"/> Acknowledges district shortcomings and celebrates accomplishments	and... <input type="checkbox"/> Encourages a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Discusses the successes and shortcomings of the district with stakeholder groups. <input type="checkbox"/> Implements strategies that build efficacy among principals.	and... <input type="checkbox"/> Sustains an environment of trust among staff, students, parents, and the community at large.	and... <input type="checkbox"/> Promotes collective efficacy among staff and other stakeholder groups to achieve district goals/outcomes that matter.	
Comments:				
Suggested Data and Documents:				
<input type="checkbox"/> District Vision and Mission Statements <input type="checkbox"/> Climate/Culture Surveys <input type="checkbox"/> Leadership Team Agendas, Minutes <input type="checkbox"/> Community Survey Data <input type="checkbox"/> Student Achievement Data		<input type="checkbox"/> Student Attendance Data <input type="checkbox"/> Teacher Attendance Data <input type="checkbox"/> Graduation and Promotion Rates <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		

FRAMEWORK COMPONENT II: MANAGING CHANGE

Managing Change involves understanding the implications of change efforts for stakeholders and adjusting leadership behaviors accordingly.

- a. Creates demand for change. The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<p>Clearly articulates the skills and experiences students will need for success in college and the workforce in the 21st century.</p>	<p>and...</p> <p><input type="checkbox"/> Collaboratively develops goals that reflect changes necessary to enhance student achievement rather than goals intended to maintain the status quo. (1)</p> <p><input type="checkbox"/> Uses data to establish dissatisfaction with the current reality and/or establish a vision of a more attractive reality.</p> <p>Utilizes data-driven decision making processes with the Board and central office staff.</p>	<p>and...</p> <p><input type="checkbox"/> Commits the district and schools to continuous improvement. (6)</p> <p><input type="checkbox"/> Creates a true sense of urgency for change across the system.</p> <p><input type="checkbox"/> Builds a strategy that identifies critical behaviors.</p>	<p>and...</p> <p>Advocates a culture of continuous growth and development, organizationally and individually.</p>	

- b. Implements Change. The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity and consistency.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<p><input type="checkbox"/> Understands the characteristics of first and second order change.</p> <p>Understands the type and nature of conflict in the district. (3)</p>	<p>and...</p> <p><input type="checkbox"/> Provides leadership for central office and principals as to how to implement district goals. (6)</p> <p><input type="checkbox"/> Recognizes the implications of change in implementing the district goals.</p> <p>Ensures professional development that is</p> <p><input type="checkbox"/> aligned with curricular, instructional, and assessment practices;</p> <p><input type="checkbox"/> connected to district improvement goals; and</p> <p><input type="checkbox"/> differentiated based on staff needs.</p> <p>Ensures that all staff members are evaluated fairly and equitably.</p>	<p>and...</p> <p><input type="checkbox"/> Systematically challenges the status quo</p> <p>Accelerates the rate of adoption of an innovation by:</p> <p><input type="checkbox"/> identifying opinion leaders; and</p> <p><input type="checkbox"/> targeting issues and framing the messages.</p> <p><input type="checkbox"/> Manages change according to order of magnitude for stakeholders.</p> <p>Synthesizes research and implements into practice.</p>	<p>and...</p> <p><input type="checkbox"/> Promotes innovation at the district and school levels within the context of district goals. (6)</p> <p><input type="checkbox"/> Promotes change focused on improving student learning of 21st century knowledge and skills.</p> <p><input type="checkbox"/> Institutionalizes innovations that demonstrate improvement in student learning.</p> <p>Inspires others to embrace change necessary to meet district goals for achievement and instruction.</p>	

c. Monitors and evaluates. The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands the impact of change on the individuals implementing it. <input type="checkbox"/> Understands the value and fundamentals of program and personnel evaluation.	and... <input type="checkbox"/> Reports student achievement data and data regarding instructional goals to the board on a regular basis. (5) Monitors progress toward district achievement goals. (5) Ensures the annual evaluation of personnel in terms of their support for district goals. (5) <input type="checkbox"/> Monitors how effectively principals and other district leaders implement educator evaluation systems. <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, & Staff Survey) to monitor implementation and inform mid-course corrections.	and... <input type="checkbox"/> Ensures classroom observations are conducted frequently and systematically by central office with school-level staff. (6) <input type="checkbox"/> Monitors and evaluates the implementation of instructional methodologies identified by the district. (5) <input type="checkbox"/> Regularly evaluates change efforts and clearly communicates results to all stakeholders. <input type="checkbox"/> Holds him/herself accountable for the full and complete implementation of the educator evaluation system.	and... <input type="checkbox"/> Establishes and maintains an environment where errors are seen as opportunities to learn about and improve practices. <input type="checkbox"/> Leverages rigorous evaluation techniques to increase the efficacy of change efforts on student achievement.	
d. Manages personal transitions. The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands that personal transition is a part of shared human endeavor. <input type="checkbox"/> Understands how individuals progress through personal transitions. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict.	and... <input type="checkbox"/> Encourages people to express views that are contrary to her/his own views. <input type="checkbox"/> Discusses discordant issues with staff and implements solutions to address them. <input type="checkbox"/> Resolves conflicts in the best interest of students and the district. <input type="checkbox"/> Demonstrates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.	and... <input type="checkbox"/> Creates an effective picture of the improvement initiative and communicates it effectively. <input type="checkbox"/> Creates transition management plans. <input type="checkbox"/> Leads staff in identifying professional goals related to improving student learning through the fulfillment of a professional growth plan.	and... <input type="checkbox"/> Inspires people to experiment, take risks, and exercise their creativity during the gap between the old and the new. <input type="checkbox"/> Mentors others to deal successfully with the personal transitions they must make for a change effort to succeed.	
Comments:				
Suggested Data and Documents:				
<input type="checkbox"/> District Strategic Plan <input type="checkbox"/> Professional Development Plans <input type="checkbox"/> Relevant Student Performance Data <input type="checkbox"/> Board Reports <input type="checkbox"/> Personnel Evaluation Data		<input type="checkbox"/> Regular Feedback to Leaders Regarding Performance <input type="checkbox"/> Classroom Walkthrough Data <input type="checkbox"/> Monitoring Plan <input type="checkbox"/> Operating Principals and Working Agreements <input type="checkbox"/> _____ <input type="checkbox"/> _____		

FRAMEWORK COMPONENT III: FOCUS OF LEADERSHIP

Focus of Leadership involves accurately and proactively targeting appropriate areas for school improvement efforts.

- a. Non-negotiable Goals. The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Knows effective, research-based curricular, instructional, and assessment practices. — Possesses strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or the workforce.	and... <input type="checkbox"/> Establishes a district-wide focus on 5-year non-negotiable goals for achievement and instruction. (2) <input type="checkbox"/> Establishes clear priorities among the district's instructional goals and objectives with district achievement and instructional practices at the top of the list. (2) <input type="checkbox"/> Supports varied and diverse instructional methodologies that allow for a wide range of learning styles that exist in a multi-racial student population. (2) <input type="checkbox"/> Uses multiple sources of data (e.g., student performance data, data from the Parents, Community, & Staff Survey) to develop goals and objectives. — Defines the practice of instructional leadership in the context of preparing students for success in college or the workforce in the 21st century.	and... <input type="checkbox"/> Ensures that the instructional needs of students from diverse populations are being met. (5) <input type="checkbox"/> Aligns the district's curriculum, instruction, and assessment practices. — Challenges district and school staff to define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st century.	and... <input type="checkbox"/> Inspires all district and school staff to be accountable for achieving district non-negotiable goals for achievement and instruction. — Leverages policies and organizational structures to ensure that effective alignment among curriculum, instruction and assessment is sustained.	

b. Use of Resources. The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Conveys the importance of professional development in promoting district goals. _ Articulates the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.	and... <input type="checkbox"/> Ensures extensive teacher and principal staff development that pertain directly to district achievement and instructional goals. (4) <input type="checkbox"/> Ensures all instructional staff is implementing a common but flexible instructional model. (4) <input type="checkbox"/> Ensures a controlled approach to resource allocation. (4) _ Supports ongoing professional development activities throughout the district.	and... <input type="checkbox"/> Directs the creation of a master plan to coordinate in-service activities of the district so that all directly relate to district goals. (4) <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Builds and utilizes an instructional and resource management system to track progress on district goals. (4) <input type="checkbox"/> Creates value-added assessment to improve the relevancy and impact of resource allocation and use. _ Prioritizes the results of personnel evaluations to develop district-wide professional development plans.	and... <input type="checkbox"/> Leverages district resources to attain their highest and best use to achieve district achievement and instructional goals. _ Leverages policies and organizational structures to integrate professional development into the culture of the district and schools.	

c. Defined Autonomy. The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Communicates high expectations for district and school performance (6).	and... <input type="checkbox"/> Expects that central office staff and principals foster and carry out district achievement and instructional goals. (6) <input type="checkbox"/> Allocates necessary resources, including time and personnel, to achieve the district's goals for achievement and instruction. <input type="checkbox"/> Employs collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement.	and... <input type="checkbox"/> Ensures that a teacher evaluation program focuses on district instructional priorities as a priority for principals. (6) <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Builds the capacity of principals and other district leaders to design systems to equitably manage human and financial resources. <input type="checkbox"/> Optimizes the budgetary process so that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Ensures that instructional time is valued and protected across the district. <input type="checkbox"/> Expands recognition of and rewards for improved student achievement.	and... <input type="checkbox"/> Ensures that all students throughout the district have the opportunity to learn. (6)	
Comments:				
Suggested Data and Documents:				
<input type="checkbox"/> Relevant Student Performance Data <input type="checkbox"/> Data Collection Plan <input type="checkbox"/> Professional Development Plans <input type="checkbox"/> Personnel Evaluation Data <input type="checkbox"/> University/School Associations		<input type="checkbox"/> Staff Handbooks <input type="checkbox"/> Master Schedule <input type="checkbox"/> Staff Surveys <input type="checkbox"/> Community Activities <input type="checkbox"/> _____ <input type="checkbox"/> _____		

FRAMEWORK COMPONENT IV: MANAGEMENT

Effective district management ensures that there are processes and systems in place for budgeting, staffing, problem solving, communication, and scheduling that organize the work of the district and give priority to student learning and safety.

a. Resources and Budget. The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Knows and applies sound business practices for budgeting and accounting. <input type="checkbox"/> Identifies and plans for facility needs.	and... <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Implements collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities.	and... <input type="checkbox"/> Ensures transparency into the processes that create the district's financial policies and procedures. <input type="checkbox"/> Monitors and revises budgets, as appropriate to position, to achieve the district goals.	and... <input type="checkbox"/> Promotes the communication of the district's budget and resource allocation in ways that build the understanding and trust of constituents.	

b. Systematic Communication. The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Communicates necessary information to relevant district staff members.	and... <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals. <input type="checkbox"/> Provides information to various community stakeholder groups in a timely and effective manner.	and... <input type="checkbox"/> Ensures that community stakeholders and educators are informed about progress toward achieving district goals.	and... <input type="checkbox"/> Empowers various advisory groups to improve external and internal communication.	

c. Safe and Orderly Environment. The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> Knows the district and school safety and crisis plans, community emergency response plan, and the district's data security plan. 	and... <ul style="list-style-type: none"> Establishes appropriate partnerships with other community safety and emergency institutions. Implements district policies and procedures for a safe and orderly environment. Enforces clear expectations, structures, policies and procedures for ensuring: <ul style="list-style-type: none"> The health and safety of students and staff including physical and emotional well-being. The security of all sensitive and confidential data. 	and... <ul style="list-style-type: none"> Creates clear expectations, structures, policies and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling. Commits all district staff to a secure and safe working environment. 	and... <ul style="list-style-type: none"> Innovates approaches for a safe and orderly environment. 	
d. Parent/Community Involvement and Outreach. The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<ul style="list-style-type: none"> Presents opportunities for community involvement in the schools. 	and... <ul style="list-style-type: none"> Collaborates with parents and community groups to develop support for the school district. 	and... <ul style="list-style-type: none"> Engages with important local organizations and governmental entities (e.g., Boards of directors, important committees or task forces, new community initiatives). 	and... <ul style="list-style-type: none"> Leverages community and government entity assets to accomplish district goals. 	

e. Legal and Regulatory Compliance. The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.				
Developing	Proficient	Accomplished	Distinguished (comment required)	Not Demonstrated (comment required)
<input type="checkbox"/> Understands and articulates the impact of legal issues affecting public education.	and... <input type="checkbox"/> Prepares and implements district policies in compliance with local, state, and federal requirements. <input type="checkbox"/> Facilitates the implementation of state education policy. <input type="checkbox"/> Applies laws, policies, and procedures fairly, wisely, and considerately. <input type="checkbox"/> Enforces legal systems to protect the rights of students and staff. <input type="checkbox"/> Enforces compliance with local state, and federal mandates.	and... <input type="checkbox"/> Designs protocols and processes that ensure compliance with federal, state, and district mandates. <input type="checkbox"/> Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Interprets federal, state, and district mandates so that they are viewed as opportunities for the district.	and... <input type="checkbox"/> Effectively manages federal and state mandates to improve student learning.	
Comments:				
Suggested Data and Documents: <ul style="list-style-type: none"> <input type="checkbox"/> Facility Need Plans <input type="checkbox"/> Communication Samples <input type="checkbox"/> District Safety/Crisis Plan <input type="checkbox"/> Community/Parent Volunteer Data <input type="checkbox"/> List of Committees and Meetings with Community Participation 			<ul style="list-style-type: none"> <input type="checkbox"/> Master Schedule <input type="checkbox"/> District Budget Plan <input type="checkbox"/> Established District Policies <input type="checkbox"/> _____ <input type="checkbox"/> _____ 	

Superintendent Individual Summary Evaluation Worksheet

This form serves two purposes: (1) to summarize the self-assessment, and; (2) summarize individual board member ratings in preparation for the final evaluation and goal-setting meeting. The superintendent should use this form to record his or her self-assessment ratings, and the evaluator(s) should use this form to record performance ratings of the superintendent.

Name of superintendent: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

Not Demonstrated																				
Developing																				
Proficient																				
Accomplished																				
Distinguished																				
	Purpose and outcomes	Agreed-upon processes	Tangible and intangible assets	Collective efficacy	Overall: Purposeful Community	Creates demand for change	Implements change	Monitors and evaluates	Manages personal transitions	Overall: Manage Change	Non-negotiable goals	Use of resources	Defined autonomy	Overall: Focus of Leadership	Resources and budget	Systematic communication	Safe and orderly environment	Parent/community involvement and outreach	Legal and regulatory compliance	Overall: Management
	Purposeful Community					Managing Change					Focus of Leadership				Management					

1. **Individual school board member ratings:** Each school board member should record his or her rating of the superintendent's performance on individual elements. The overall framework rating is the middle rating of all of the element ratings for each component.



Superintendent Collective Summary Evaluation Worksheet

This form is a tally sheet that serves to combine all board member ratings to determine the median score for each framework component.

Component	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
Purposeful Community						
Managing Change						
Focus of Leadership						
Management						
Overall						

2. **Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions. The median score for each rating should be determined and recorded in the table below.
3. **Determine the Overall Rating for Each Standard:** The Overall Rating is determined by locating the middle rating of the four standards ratings. Record that score in the table.

Superintendent signature: _____ Date: _____

Evaluator signature: _____ Date: _____



Superintendent Goal-Setting Form

Name: _____ School year: _____

District: _____

This goal-setting form should be completed by the superintendent following the self-assessment process. The proposed goals, as well as activities, outcomes, and time line, will be reviewed by the evaluator prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Timeline For Achieving Goal
Component I: Purposeful Community					
Component II: Managing Change					
Component III: Focus of Leadership					
Component IV: Management					

Superintendent signature: _____ Date: _____



Evaluator signature: _____ Date: _____

Superintendent Goal-Setting Form 1 of 1



Appendix B

The McREL Standards-based (standards) Superintendent Evaluation Rubric

Rubric for Evaluating Superintendents

Standard 1: Strategic Leadership—Superintendents create conditions that result in strategically reimagining the district's vision, mission, and goals to ensure that every student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district's identity (its vision, mission, values, beliefs, and goals) is derived from the processes used to establish these attributes and the ways they are embodied in the life of the community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Develops and communicates a personal vision of a 21st century school district.</p> <p>Creates a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21st century.</p> <p>Convenes a core group of district leaders to develop a district improvement plan focused on student learning and targeting short-term goals and objectives.</p> <p>Effectively communicates district improvement plan to principals.</p> <p>Uses multiple sources of data (e.g., student performance data, community stakeholder surveys) to develop goals and objectives and facilitate needed changes for improvement.</p>	<p>... and</p> <p>Facilitates the development and implementation of a district strategic plan aligned to the district's mission, local priorities, and to the mission and goals of the state board of education.</p> <p>Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district's mission and vision.</p> <p>Creates processes and procedures for developing, implementing, and maintaining the district's strategic plan that:</p> <p>Ensure the periodic review and update of the district's vision, mission, and strategic goals.</p> <p>Drive decisions and reflect the culture of the district.</p> <p>Establish clear priorities among the district's instructional goals and objectives.</p>	<p>... and</p> <p>Ensures that the district's strategic plan is implemented as intended by its developers.</p> <p>Develops relationships within and beyond the school community that ensure understanding and appreciation of the district's vision and that positively affect and are affected by the community context.</p> <p>Develops effective systems of open and honest communication between and among district leaders, the business community, faith community, parents, and students.</p> <p>Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guide revisions to the strategic plan.</p>	<p>... and</p> <p>Leads in such a way that the district's strategic plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts.</p> <p>Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the district's strategic plan and ensures that changes to the plan are made based on such information.</p> <p>Establishes a rigorous and systematic approach to update or rewrite the district's vision, mission, values, beliefs, and goals statements on a collaboratively established and well-publicized schedule.</p>	

b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes that result in improved achievement for all students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Clearly articulates the skills and experiences students will need to live and work in the 21 st century. <input type="checkbox"/> Identifies potential school and district changes for improving student learning. <input type="checkbox"/> Understands the fundamentals and value of program evaluation.	<p>... and</p> <input type="checkbox"/> Systematically challenges the status quo and implements change focused on improving student learning of 21 st century knowledge and skills. <input type="checkbox"/> Routinely and systematically uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. <input type="checkbox"/> Clearly and regularly communicates to all stakeholders the results of evaluation of change efforts. <input type="checkbox"/> Uses the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 st century skills.	<p>... and</p> <input type="checkbox"/> Increases student learning of 21 st century knowledge and skills as a result of routine and systematic evaluation clearly indicate. <input type="checkbox"/> Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient.	<p>... and</p> <input type="checkbox"/> Institutionalizes the changes that have brought about improvement in student learning. <input type="checkbox"/> Serves as a leader or mentor to assist other superintendents in guiding data-driven decision making and change.	

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision making throughout the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district staff members, school board members, and community members to make decisions. <input type="checkbox"/> Understands the culture of leadership in the district. <input type="checkbox"/> Articulates the rationale of distributed leadership.	<p>... and</p> <input type="checkbox"/> Implements structures to distribute leadership and decision making among staff members throughout the district. <input type="checkbox"/> Develops capacity of educators to effectively assume leadership roles and holds them accountable for doing so. <input type="checkbox"/> Participates in consistent, sustained and open communication with principals, particularly about how policies and practices relate to the district mission and vision.	<p>... and</p> <input type="checkbox"/> Implements structures to distribute leadership and decision making in ways that include a wide range of stakeholders including parents and community members. <input type="checkbox"/> Creates policies, procedures, and processes that support distributed leadership. <input type="checkbox"/> Uses distributed leadership to promote effective change throughout the district and to support ongoing improvement of student learning.	<p>... and</p> <input type="checkbox"/> Fosters the career development of principals, teachers, and other staff members by placing them in leadership and decision-making roles. <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside the district. <input type="checkbox"/> Models what is expected.	

Comments:**Suggested Data and Documents:**

- | | |
|--|--|
| <input type="checkbox"/> District strategic plan
<input type="checkbox"/> School improvement plans are implemented, assessed, and modified
<input type="checkbox"/> Effectively functioning, school improvement teams
<input type="checkbox"/> Superintendent's performance plan aligned with state and local strategic priorities and objectives | <input type="checkbox"/> Staff can articulate the district's direction and focus
<input type="checkbox"/> Student performance data
<input type="checkbox"/> Student achievement and testing data |
|--|--|

Standard 2: Instructional Leadership—Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching; Curriculum, Instruction, and Assessment: The superintendent leads the discussion about standards for curriculum, instruction, and assessment based on research and best practices in order to establish and achieve high expectations for students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. <input type="checkbox"/> Knows 21 st century curricular, instructional, and assessment practices. <input type="checkbox"/> Sets high expectations and concrete district goals focused on learning and teaching. <input type="checkbox"/> Articulates the practice of superintendent leadership in the context of 21 st century knowledge and skills.	<p>... and</p> <input type="checkbox"/> Challenges staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21 st century. <input type="checkbox"/> Ensures that there is an appropriate and logical alignment between the district's curriculum, instruction, and assessment, and the state accountability program. <input type="checkbox"/> Designs scheduling processes that maximize learning time. Implements 21 st century: <ul style="list-style-type: none"> <input type="checkbox"/> Instructional tools and best practices, <input type="checkbox"/> Assessment and feedback processes, <input type="checkbox"/> Professional development programs on instructional leadership, and <input type="checkbox"/> Uses of student assessment data to improve instruction. 	<p>... and</p> <input type="checkbox"/> Holds all district staff accountable for achieving district learning and teaching goals. <input type="checkbox"/> Leverages alignment of curriculum, instruction, and assessment to maximize student learning of 21 st century knowledge and skills. <input type="checkbox"/> Monitors the effectiveness of curriculum, instruction, and assessment in promoting increased student learning. <input type="checkbox"/> Uses the results of monitoring to make adaptations to curriculum, instruction, and assessment. <input type="checkbox"/> Ensures that instructional time is valued and protected across the district. <input type="checkbox"/> Develops appropriate rewards for and recognition of improved student achievement.	<p>... and</p> <input type="checkbox"/> Develops policies and organizational structures to ensure that effective alignment practices are sustained. <input type="checkbox"/> Shares with the larger professional community practices and procedures that have resulted in improved student achievement.	

Comments:**Suggested Data and Documents:**

- | | |
|---|---|
| <input type="checkbox"/> District strategic plan
<input type="checkbox"/> School improvement plan
<input type="checkbox"/> Professional development plans based on data (e.g., student performance, results of the district or state stakeholder surveys)
<input type="checkbox"/> Student performance goals | <input type="checkbox"/> Student performance data
<input type="checkbox"/> Use of formative assessment to impact instruction
<input type="checkbox"/> District instructional evaluation program |
|---|---|

Standard 3: Cultural Leadership—Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to “re-culture” the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district's culture.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Collaborates with central office staff, local school board members, and principals. <input type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district.	<p>... and</p> <input type="checkbox"/> Designs elements of a collaborative and positive work environment throughout the district. <input type="checkbox"/> Routinely and systematically seeks the advice and guidance of teachers, principals, staff, board members, and other stakeholders regarding the strategic direction of the district. <input type="checkbox"/> Uses data to create and maintain a positive work environment. <input type="checkbox"/> Develops the capacity of principals and other district leaders to establish and maintain collaborative work environments.	<p>... and</p> <input type="checkbox"/> Holds principals and other district leaders accountable for establishing and maintaining collaborative work environments. <input type="checkbox"/> Monitors improvement of the work environment in individual schools and throughout the district.	<p>... and</p> <input type="checkbox"/> Develops a plan to implement policies and procedures that ensure cohesion and cooperation among staff. <input type="checkbox"/> Establishes working relationships with professional colleagues, business and industry associates, and policy makers to support the collaborative culture of the district.	

b.Acknowledges Failures;CelebratesAccomplishmentsand Rewards:The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture, and performance of the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes district shortcomings and accomplishments. <input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments.	... and <input type="checkbox"/> Uses established criteria for performance as the fundamental basis for evaluation, reward, and advancement. <input type="checkbox"/> When possible, collaborates with principals to establish criteria for evaluating programs and performance. <input type="checkbox"/> Uses shortcomings as opportunities to improve. <input type="checkbox"/> Utilizes reward and advancement as a way to promote the accomplishments of the district.	... and <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals. <input type="checkbox"/> Implements an increasing number of processes to evaluate district programs and initiatives for the purpose of identifying district successes and failures. <input type="checkbox"/> Effectively communicates with stakeholder groups the successes and shortcomings of the district.	... and <input type="checkbox"/> Institutionalizes the district's response to success and shortcomings.	

c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture, and performance.

<input type="checkbox"/> Has a sense of professional efficacy and belief in her or his ability to affect positive leadership in the district. <input type="checkbox"/> Understands the value of efficacy among district staff in promoting district goals. <input type="checkbox"/> Establishes an environment of trust among staff. <input type="checkbox"/> Builds efficacy and empowerment among staff.	... and <input type="checkbox"/> Establishes an environment of trust among staff, students, parents, and the community at large. <input type="checkbox"/> Communicates a belief in the ability of personnel to accomplish substantial outcomes. <input type="checkbox"/> Implements strategies that build efficacy and empowerment among principals.	... and <input type="checkbox"/> Builds efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes. <input type="checkbox"/> Monitors the climate of the district to evaluate changes in the sense of efficacy and empowerment of all stakeholder groups. <input type="checkbox"/> Uses collective efficacy and empowerment among stakeholder groups to impact student achievement.	... and <input type="checkbox"/> Shares with professional organizations and other community groups effective practices related to building collective efficacy and empowerment. <input type="checkbox"/> Develops and implements policies and procedures designed to maintain high levels of collective efficacy and empowerment.	
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Comments:

Suggested Data and Documents:

- ☐ Climate survey data
- ☐ District/state stakeholder Survey results
- ☐ Teacher retention data

- ☐ Teacher and Principal evaluation data
- ☐ Student performance data
- ☐ Awards structures developed by the district and schools
- ☐ Community support of the district

Standard 4: Human Resource Leadership—Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Implements professional learning communities throughout the district. <input type="checkbox"/> Supports ongoing professional development activities throughout the district. <input type="checkbox"/> Enlists the support of teachers to implement professional learning communities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning. <input type="checkbox"/> Assures scheduling processes and protocols that provide individual and ongoing collaborative planning time for every teacher. <input type="checkbox"/> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. <input type="checkbox"/> Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages district leadership as a professional learning community to advance the district's strategic plan. <input type="checkbox"/> Monitors the efficacy of professional learning communities in promoting district goals. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools. <input type="checkbox"/> Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district. 	

b. Recruiting, Hiring, Placing, and Mentoring Staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Identifies district and individual school needs regarding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting new staff. <input type="checkbox"/> Hiring new staff. <input type="checkbox"/> Placing new staff. <input type="checkbox"/> Mentoring new staff. 	<p>... and</p> <p>Creates and implements effective policies and procedures for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recruiting and retaining highly qualified and diverse personnel. <input type="checkbox"/> Continuously searching for the best placement and utilization of staff to fully develop and benefit from their strengths. <input type="checkbox"/> Coaching and mentoring new staff members to support their success. <input type="checkbox"/> Identifies strategic positions in the district and has a succession plan for each key position. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> District policies and procedures result in a highly qualified and diverse staff. <input type="checkbox"/> Supports other district leaders in the development of effective recruitment and retention strategies. <input type="checkbox"/> Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies. <input type="checkbox"/> Makes recruitment and retention of highly qualified staff an operational priority in the district. 	

c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Supports and fully implements systems to assure that all staff members are evaluated fairly and equitably. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district. <input type="checkbox"/> Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan. <input type="checkbox"/> Monitors how effectively principals and other district leaders evaluate school district employees. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds principals and other district leaders accountable for accurately and comprehensively evaluating school district staff members. <input type="checkbox"/> Establishes procedures to assure that multiple sources of data are used to evaluate staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans. <input type="checkbox"/> Removes ineffective staff members. 	

Comments:
Suggested Data and Documents:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Student performance data <input type="checkbox"/> District strategic plan <input type="checkbox"/> District/state stakeholder survey results <input type="checkbox"/> Number of teachers with National Board Certification and graduate/advanced level licensure <input type="checkbox"/> Teacher; school executive; and staff diversity, recruitment, and retention data <input type="checkbox"/> Record of professional development provided staff and an assessment of the impact of professional development on student learning | <ul style="list-style-type: none"> <input type="checkbox"/> Educator evaluation data <input type="checkbox"/> Leadership development plan <input type="checkbox"/> Copies of professional growth plans for school executives <input type="checkbox"/> District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets, and other resources, to meet the individual needs of each student <input type="checkbox"/> District leadership succession plan |
|--|---|

Standard 5: Managerial Leadership—Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and plans for facility needs. <input type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input type="checkbox"/> Utilizes collaborative processes to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. <input type="checkbox"/> Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness and equity. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. 	

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the district. <input type="checkbox"/> Understands that conflict is a part of shared human endeavor. <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict. <input type="checkbox"/> Models appropriate behavior.	... and <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way. <input type="checkbox"/> Allows others to express views that are contrary to her or his own views in ways that are professionally appropriate.	... and <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues. <input type="checkbox"/> Develops in principals and other staff the capacity to manage conflict.	... and <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected. <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the district result.	

c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Communicates necessary information to relevant district staff members. <input type="checkbox"/> Uses a variety of media to communicate to relevant staff and students.	... and <input type="checkbox"/> Assures that district staff and stakeholder groups receive and exchange information in a timely manner. <input type="checkbox"/> Uses a variety of media to communicate with principals and other stakeholder groups. <input type="checkbox"/> Develops a system of communication that contributes to realizing district goals.	... and <input type="checkbox"/> Uses a variety of media to communicate with all members of the community. <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities. <input type="checkbox"/> Holds principals and district leaders accountable for implementing the communication system throughout the district that results in a timely and responsible exchange of information.	... and <input type="checkbox"/> Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner. <input type="checkbox"/> Institutionalizes routine communication strategies that ensure that all stakeholder groups have the information they need. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication.	

d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules, and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Develops the district and school safety and crisis plans, community emergency response plan, and the district's data security plan in collaboration with appropriate local, state, and federal officials.	<p>... and</p> <p>Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective and efficient operations including management, business procedures, and scheduling. <input type="checkbox"/> The health and safety of students and staff including physical and emotional well-being. <input type="checkbox"/> The security of all sensitive and confidential data. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors the implementation of district rules and procedures. <input type="checkbox"/> Implements innovative approaches to increase the effectiveness and efficiency of district operations; improve the health, safety, and emotional well-being of students and staff; and ensure the security of all sensitive and confidential data. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluates the impact of district rules and procedures on safety, security, and well-being, and uses the results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Focuses all district staff on the need for a secure and safe working environment. <input type="checkbox"/> Creates appropriate partnerships with other community safety and emergency institutions. 	
<p>Comments:</p>				
<p>Suggested Data and Documents:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <input type="checkbox"/> District strategic plan <input type="checkbox"/> External reviews and audits (e.g., budget, child nutrition, transportation) <input type="checkbox"/> Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures) <input type="checkbox"/> Communication of safety procedures and behavioral expectations throughout the school community </div> <div style="width: 48%;"> <ul style="list-style-type: none"> <input type="checkbox"/> District/state stakeholder survey results <input type="checkbox"/> District and school safety and crisis plans <input type="checkbox"/> Community emergency response plan </div> </div>				

Standard 6: External Development Leadership—A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Identifies groups and potential partners within the community. <input type="checkbox"/> Ensures that all parental and community involvement activities honor the cultures and traditions of the local community. <input type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district.	<p>... and</p> <input type="checkbox"/> Builds relationships with individuals and groups to support the district's learning-teaching agenda and its potential for individual school and school district improvement. <input type="checkbox"/> Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21 st century. <input type="checkbox"/> Creates opportunities for both staff involvement in the community and community involvement in the schools.	<p>... and</p> <input type="checkbox"/> Assumes leadership roles in important local organizations (e.g., serving on boards of directors, chairing important committees or task forces, leading new community initiatives). <input type="checkbox"/> Actively and effectively develops community trust in the school district through speaking engagements, town hall meetings, public forums, media outlets, events, and other approaches. <input type="checkbox"/> Seeks out and creates new opportunities for meaningful partnerships or collaborative endeavors.	<p>... and</p> <input type="checkbox"/> Uses relationships and partnerships to affect community-wide change that improves both the community and work of the district. <input type="checkbox"/> Manages an ever broadening portfolio of partnerships and collaborations that support and help to advance the strategic plan.	

b. Federal, State, and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.

Standard 7: Micro-political Leadership—The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

a. Superintendent Micro-political Leadership: The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture, and performance.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization. <input type="checkbox"/> Surveys and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision making. <input type="checkbox"/> Maintains a positive working relationship with the school board.	... and <input type="checkbox"/> Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship. <input type="checkbox"/> Develops relationships with district and influential community groups that further the district's goals of positive culture and student performance.	... and <input type="checkbox"/> Accesses local, state, and national political systems to provide input on critical educational issues. <input type="checkbox"/> Develops the capacity of principals and staff to foster relationships with influential school and school-community groups that further the district's goals of positive culture and student learning. <input type="checkbox"/> Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness.	... and <input type="checkbox"/> Influences local, state, and national political systems on critical educational issues. <input type="checkbox"/> Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests.	
Comments: 				
Suggested Data and Documents: <div> <input type="checkbox"/> Parent, community, and staff survey data <input type="checkbox"/> Teacher, school executive, and staff retention data <input type="checkbox"/> Ability to confront conflict and build consensus <input type="checkbox"/> Shared decision making </div> <div> <input type="checkbox"/> Outreach efforts <input type="checkbox"/> School board policies <input type="checkbox"/> Minutes and reports <input type="checkbox"/> Superintendent's performance goals </div>				

Superintendent Summary Evaluation Worksheet

This form is used to summarize self-assessment and evaluator ratings in preparation for the summary evaluation

conference. Name of superintendent: _____ Date: _____

District: _____

Name of evaluator: _____ Title: _____

Not Demonstrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	District Strategic Plan	Leading Change	Distributive Leadership	Overall: Strategic Leadership	Focus on Learning and Teaching; Curriculum, Instruction, & Assessment	Overall: Instructional Leadership	Focus on Collaborative Work Environment	Acknowledges Failures; Celebrates Accomplishments and Rewards	Efficacy and Empowerment	Overall: Cultural Leadership	Professional Dev./Learning Comm.	Recruiting, Hiring, & Mentoring Staff	Teacher and Staff Evaluation	Overall: Human Resource Leadership	School Resources and Budget	Conflict Management & Resolution	Systemic Communication	District Expectations for Students and Staff	Overall: Managerial Leadership	Parent and Community Involvement and Outreach	Federal, State, and District Mandates	Overall: External Development Leadership	Superintendent Micro-political Leadership	Overall: Superintendent Micro-political Leadership
	Strategic Leadership			Instructional Leadership	Cultural Leadership			Human Resource Leadership			Managerial Leadership			External Development Leadership			Micro-political Leadership							

- Individual school board member ratings:** Each school board member should record his or her rating of the superintendent's performance on individual descriptors. The overall rating is the middle rating of all of the element ratings for each standard.
- Tally individual school board member ratings:** Individual school board member ratings are tallied according to the scoring directions on pages 6–7. The median score for each rating should be determined and recorded in the table below.

Std.	Rating					Median
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	
1						
2						
3						
4						
5						
6						
7						
Overall						

3. Determine the Overall Rating for Each Standard: The Overall Rating is determined by locating the middle rating of the seven standards ratings.
Record that score in the table.

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____





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Approved September 2010

Superintendent Goal-Setting Form

Name: _____ School year _____

District: _____

This goal-setting form should be completed by the superintendent following the self-assessment process. The goals, as well as activities, outcomes, and time line, will be reviewed by the local board prior to the beginning of work on the goals. No more than five (5) goals should be established for a single school year; it is not necessary for the superintendent to have a goal for each standard.

	Elements Addressed	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)
1. Strategic Leadership				
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-political Leadership				

Superintendent signature _____ Date _____

Evaluator signature _____ Date _____