

Superintendent Rubric For Self-Assessment/Growth

Name: _____

School Year: _____

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>1 A. Collaboratively develop and implement a shared vision and mission</p>	<p>The superintendent</p> <p>Does not collaborate in the development and implementation of a shared district vision, mission, and goals.</p>	<p>The superintendent</p> <p>Communicates the district's vision, mission, and goals to all district stakeholders but has not involved stakeholders in development.</p> <p>Rarely uses the district's vision, mission, and goals to guide decision-making.</p>	<p>The superintendent</p> <p>Involves staff and other appropriate stakeholders in development and implementation of a vision of learning, district mission, and goals.</p>	<p>The superintendent</p> <p>Involves all staff and other appropriate stakeholders in an annual review.</p> <p>Uses the district's vision, mission, and goals to guide decision-making.</p> <p>Conducts ongoing conversations with stakeholders to ensure focus on vision, mission and goals in the operation of the district.</p>
<p>1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</p>	<p>The superintendent</p> <p>Fails to collect or utilize data to achieve the district's vision, mission, and goals</p>	<p>The superintendent</p> <p>Seldom collects data and infrequently implements strategies that involve staff, students, and families in achieving the district's vision, mission, and goals.</p>	<p>The superintendent</p> <p>Utilizes data to determine the extent to which the district's mission, vision, and goals for learning are achieved.</p> <p>Utilizes data to modify organizational practices and procedures to accomplish the district's vision, mission, and goals</p>	<p>The superintendent</p> <p>Analyzes data with all stakeholders to determine the extent to which the district's vision, mission, and goals for learning are achieved.</p> <p>Assesses organizational effectiveness in accomplishing the district's vision, mission, and goals and collaboratively modifies plans to address areas of need</p>

Standard 1 – Vision, Mission, and Goals – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>1 C. Create and implement plans to achieve goals</p>	<p>The superintendent</p> <p>Does not have a district-wide improvement plan that includes the goals to accomplish the vision of learning.</p>	<p>The superintendent</p> <p>Establishes a district improvement plan based on limited data that does not fully align with district, state, and federal policies and has broad goals to accomplish the vision of learning.</p>	<p>The superintendent</p> <p>Collaborates with appropriate stakeholders to establish and implement a district improvement plan inclusive of district needs that are aligned with state and federal policies, and has specific, measurable goals to accomplish the vision of learning.</p> <p>Nurtures a continuous commitment to shared goals.</p>	<p>The superintendent</p> <p>Communicates the collaboratively developed district improvement plan as a strategic document used for planning to support the attainment of district and school goals to accomplish the vision of learning.</p>
<p>1 D. Promote continuous and sustainable improvement through a systemic process of evaluation and plan revision</p>	<p>The superintendent</p> <p>Does not establish a district-wide process for monitoring and evaluating district and individual school improvement efforts in achieving the vision of learning.</p>	<p>The superintendent</p> <p>Sporadically reviews the implementation of district and school improvement plans in achieving the vision of learning.</p>	<p>The superintendent</p> <p>Establishes practices that promote and sustain the district-wide vision of learning.</p> <p>Assures and utilizes a systematic and ongoing process for monitoring and evaluating the impact of the districts' efforts on district-wide improvement.</p> <p>Makes adjustments supported by data to accomplish the districts' vision of learning.</p> <p>Ensures budgeting practices support the goals of the collaboratively developed plan.</p> <p>Communicates with all stakeholders the districts' progress on meeting the district improvement goals.</p>	<p>The superintendent</p> <p>Seeks public input on the plan and achievement of the goals and makes revisions to the plan based on stakeholder input.</p>
<p>Comments:</p>				

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>2 A. Nurture and sustain a culture of collaboration, trust, learning, and high academic expectations.</p>	<p>The superintendent</p> <p>Fails to demonstrate a belief in and commitment to high academic and professional expectations for students and staff.</p> <p>Neglects to promote a culture of collaboration, trust, and learning.</p>	<p>The superintendent</p> <p>Demonstrates a belief in and commitment to high academic expectations and professionalism for some, but not all, students and staff.</p> <p>Collects data through various means (e.g. culture/climate surveys, opinion surveys, needs assessments), but findings are seldom used to impact decision-making.</p> <p>Provides minimal support for mission and belief statements of the district.</p> <p>Occasionally engages in dialogue with staff and provides limited opportunities to share.</p>	<p>The superintendent</p> <p>Nurtures the development of schools that place children at the heart of education.</p> <p>Reinforces and supports collaborative decision making, empowering a strong team structure including teacher-based teams and school and district leadership teams.</p> <p>Ensures a nurturing learning culture for students and staff by examining and acting on feedback collected through various means (e.g. culture/climate surveys, trust questionnaires, opinion surveys).</p> <p>Demonstrates a belief in and commitment to high academic expectations for all students and professionalism for all staff.</p> <p>Engages regularly in dialogue with staff and provides opportunities for staff to share innovations that have resulted in higher student achievement. Promotes active involvement of students in school activities and decision making opportunities.</p>	<p>The superintendent</p> <p>Promotes conversations with stakeholders focused on high expectations for student learning.</p> <p>Ensures that the evaluation systems promote an enhanced focus on instruction and student learning.</p> <p>Establishes a culture with stakeholders and students using two-way communication where trust is evident in the acknowledgement of challenges, as well as successes, in promoting student learning.</p>

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>2 B. Promote and support a comprehensive, rigorous, and coherent curricular program</p>	<p>The superintendent</p> <p>Neglects to ensure that staff is implementing curricular standards with fidelity.</p>	<p>The superintendent</p> <p>Inconsistently advocates that state adopted standards documents are implemented throughout the district.</p> <p>Initiates some discussions regarding alignment of standards, instruction, and assessment.</p>	<p>The superintendent</p> <p>Ensures the development and implementation of a rigorous curriculum that aligns state standards with authentic learning experiences, research-based instruction, high quality assessments and culturally responsive pedagogy.</p> <p>Ensures the implemented curriculum demonstrates connections within and between different content areas.</p>	<p>The superintendent</p> <p>Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas state adopted standards are implemented.</p> <p>Ensures ongoing opportunities for curricular meetings across grade levels within the school and/or district to ensure horizontal and vertical curricular alignment between grade levels and across content areas.</p>
<p>2 C. Promote and support a personalized and motivating learning environment for students</p>	<p>The superintendent</p> <p>Neglects to support and promote utilization of differentiated instruction.</p> <p>Fails to celebrate accomplishments of students.</p>	<p>The superintendent</p> <p>Supports the implementation of instructional strategies and interventions that may lead to differentiated instruction for some but not all students within the district.</p> <p>Facilitates and advocates recognition and celebration of students' accomplishments throughout the district on an infrequent basis.</p>	<p>The superintendent</p> <p>Ensures that staff are</p> <ul style="list-style-type: none"> • Implementing differentiated teaching strategies that build on students' strengths as well as diagnose and address students' learning challenges. • Providing students with multiple opportunities for success to demonstrate learning. • Using pedagogy that treats students as individuals and promotes self-esteem. <p>Provides and ensures the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds).</p> <p>Ensures the development of viable interventions to support student growth across the district.</p> <p>Facilitates communications that celebrate students' accomplishments.</p>	<p>The superintendent</p> <p>Ensures effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at district level) appropriate to address diverse student populations.</p> <p>Empowers staff to design and implement differentiated instructional strategies and interventions to reach all students.</p>

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
2 D. Employs research-anchored and valid systems of performance management.	<p>The superintendent</p> <p>Refers to evaluation systems (TESS and LEADS) only for compliance.</p>	<p>The superintendent</p> <p>Presents evaluation systems (TESS and LEADS) suggesting they be implemented.</p>	<p>The superintendent</p> <p>Ensures that evaluation systems (TESS and LEADS) are implemented with fidelity with the purpose of improving professional practice and positively impacting student growth and achievement.</p>	<p>The superintendent</p> <p>Directs, reports on and responds to research on the effectiveness of the evaluation system (TESS and LEADS) on improving professional practice and positively impacting student growth and achievement.</p>
2 E. Ensure supervision of instructional program	<p>The superintendent</p> <p>Fails to fully implement district policies and procedures for supervising/evaluating instruction.</p>	<p>The superintendent</p> <p>Occasionally implements district policies and procedures regarding supervision and evaluation of instruction.</p> <p>Inconsistently utilizes feedback from evaluation data conducted by building-level leaders to modify programs or processes.</p>	<p>The superintendent</p> <p>Ensures classroom instruction is formally and informally monitored on a frequent basis. Provides district and building level administrators with timely, detailed feedback to assist them in their efforts to improve instructional practices based on effective pedagogy.</p>	<p>The superintendent</p> <p>Ensures processes to assist staff in becoming reflective practitioners and models reflective practice.</p> <p>Supports the implementation of a program of peer coaching/instructional facilitation.</p>
2 F. Ensure the development of assessment and accountability systems to monitor student progress	<p>The superintendent</p> <p>Fails to ensure that building level leaders monitor the use of formative assessments to guide instruction and monitor student progress.</p>	<p>The superintendent</p> <p>Infrequently confirms the use of formative assessments that are aligned with standards to monitor student progress and guide instruction.</p> <p>Encourages building level leader-to improve instructional practices based on assessment results but fails to monitor results.</p>	<p>The superintendent</p> <p>Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions.</p> <p>Encourages development of frequent formative assessments aligned to standards and congruent with understandings of child development.</p> <p>Ensures that staff is substantiating quality instructional practices with an analysis of student mastery on formative and summative assessments.</p>	<p>The superintendent</p> <p>Ensures through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning.</p>

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
2 G. Develop the instructional and leadership capacity of staff	<p>The superintendent</p> <p>Neglects to provide opportunities for staff to develop their instructional or leadership capacities.</p>	<p>The superintendent</p> <p>Offers staff opportunities to enhance their instructional and leadership capacities but seldom utilizes staff in leadership roles or instructional decision-making.</p>	<p>The superintendent</p> <p>Encourages and provides opportunities for staff participation in job-embedded, differentiated professional learning that enhances their instructional and leadership capacities.</p>	<p>The superintendent</p> <p>Develops capacity of staff (individually and collectively) as instructional leaders for building, district, and state levels.</p>
2 H. Maximize time spent on quality instruction	<p>The superintendent</p> <p>District does little to ensure schools maximize time spent on quality instruction.</p>	<p>The superintendent</p> <p>Encourages and occasionally reviews the designs, processes, and practices that protect instructional time from interruptions to ensure the maximum opportunity for quality instruction and student learning.</p>	<p>The superintendent</p> <p>Ensures the processes and practices protect instructional time from interruptions and maximizes time spent on quality instruction.</p> <p>Emphasizes the expectation for bell-to-bell learning that is engaging and varied to ensure student involvement.</p>	<p>The superintendent</p> <p>Analyze and report on the impact of time spent on quality instruction for improving student achievement.</p>
2 I. Promote the use of the most effective and appropriate technologies to support teaching and learning	<p>The superintendent</p> <p>Fails to encourage the appropriate use of technology to support teaching and learning.</p>	<p>The superintendent</p> <p>Inconsistently encourages the use of technology by staff and students to extend their learning and instruction in all content areas.</p>	<p>The superintendent</p> <p>Promotes and supports appropriate use of technology by staff and students as an integral part and extension of learning and instruction in all content areas.</p> <p>Monitors the effective use of technology for instructional purposes and provides timely feedback to staff about their use of technology.</p> <p>Allocates fiscal and human resources to ensure effective use of technology for instructional purposes.</p>	<p>The superintendent</p> <p>Analyzes the use of technology to ensure effective integration into the teaching and learning process.</p> <p>Ensures that opportunities exist to promote the use of technology in the classroom as well as the home.</p>

Standard 2 – Teaching and Learning - *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
2J. Monitor and evaluate the impact of the instructional program	<p>The superintendent</p> <p>Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement.</p>	<p>The superintendent</p> <p>Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p>	<p>The superintendent</p> <p>Facilitates analysis of various assessments, surveys, and other sources of data to evaluate student learning, effective teaching, and program quality.</p> <p>Establishes systems and structures for continuous and collaborative analysis of adult actions and student data for effectiveness and need for change.</p>	<p>The superintendent</p> <p>Ensures collaboration with all stakeholders in the use of data to update the instructional program.</p>
2K. Establish systems to recruit and hire effective leaders, teachers, and other professional staff	<p>The superintendent</p> <p>Allows personal preferences to influence hiring practices.</p>	<p>The superintendent</p> <p>Engages in random hiring practices neglecting to follow an established process.</p>	<p>The superintendent</p> <p>Establishes consistent practices to recruit, interview, recommend and hire candidates who meet job requirements and impact the diverse needs of the district.</p>	<p>The superintendent</p> <p>Ensures that highly effective candidates who impact the diverse needs of the district are hired.</p>
Comments:				

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary (Includes Proficient)
3 A. Monitor & evaluate the management and operational systems	<p>The superintendent</p> <p>Conducts limited reviews of budget, technology, personnel, facilities, and transportation to determine effectiveness.</p>	<p>The superintendent</p> <p>Conducts reviews of budget, technology, personnel, facilities, and transportation but incorporates few modifications in direction or practices of the district to address areas of concern.</p>	<p>The superintendent</p> <p>Conducts regular reviews of budget, technology, personnel, facilities, and transportation and makes appropriate modifications in direction or practices of the district to address areas of concern.</p> <p>Ensures the use of technology and data systems to provide actionable information.</p>	<p>The superintendent</p> <p>Establishes a systematic program for ensuring the management and operational systems are functioning for the benefit of the district.</p>
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	<p>The superintendent</p> <p>Exhibits limited knowledge of district fiscal, facility, personnel, and technological resources.</p>	<p>The superintendent</p> <p>Demonstrates knowledge of the alignment of district budget, facilities, human resources, and technological resources and provides limited opportunities for involvement of staff in planning or modifications.</p>	<p>The superintendent</p> <p>Manages the district budget and ensures that staff assignments and distribution of technological resources effectively address student learning needs.</p> <p>Obtains and allocates funds based on student needs within the framework of federal, state, and district policies. Works with staff to determine an equitable and effective allocation of district financial resources for the support of student learning needs.</p> <p>Crafts and connects management operations, policies, and resources to the vision and values of the district.</p>	<p>The superintendent</p> <p>Works with all appropriate staff to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support needs to maximize student learning.</p>

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
3 C. Promote and protect the welfare and safety of students and staff	<p>The superintendent</p> <p>Neglects to implement a district crisis management plan, student/staff handbooks, district discipline policies, and/or state mandated safety regulations.</p>	<p>The superintendent</p> <p>Inconsistently implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student/staff handbooks, discipline policies, and/or state mandated safety regulations.</p>	<p>The superintendent</p> <p>Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student/staff handbooks and discipline policies.</p> <p>Implements systems for managing student behavior with a focus on learning.</p> <p>Align organizational interactions with the district values and mission.</p> <p>Ensures that emergency procedures in the crisis management plan are regularly rehearsed.</p>	<p>The superintendent</p> <p>Involves internal and external stakeholders in the annual review and implementation of the crisis management plans, student/staff handbooks updates, and district discipline policies.</p> <p>Continually researches best practices in implementation of the crisis management plans, student/staff handbooks, and district discipline policies.</p>
3 D. Ensure the development of a culture of trust where productive relationships thrive	<p>The superintendent</p> <p>Does not promote a culture of trust.</p>	<p>The superintendent</p> <p>Discusses and promotes a culture of trust with limited results.</p>	<p>The superintendent</p> <p>Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication.</p>	<p>The superintendent</p> <p>Ensures a culture where productive relationships thrive by building trust through honesty, mutual respect, and open communication with and between students, school professionals, parents and the community.</p>
3 E. Develop the capacity for distributed leadership	<p>The superintendent</p> <p>Leadership and management of the district is top down with little input or responsibility in the decision making process from other staff.</p>	<p>The superintendent</p> <p>Recognizes the need for distributed leadership in management of the district but inconsistently delegates management of specified responsibilities to appropriate staff.</p>	<p>The superintendent</p> <p>Provides leadership development opportunities for staff.</p> <p>Delegates management of specified responsibilities to appropriate staff.</p>	<p>The superintendent</p> <p>Provides leadership development opportunities for staff designed to enhance management of the district and to foster career development of staff.</p> <p>Effectively matches the strengths of individual leaders to their delegated areas of responsibility and seeks methods to enhance areas identified for growth.</p>

Standard 3 – Managing Organizational Systems and Safety – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>3 F. Ensure teacher and organizational time is focused to support quality instruction and student learning</p>	<p>The superintendent</p> <p>Neglects to support scheduling that maximizes student learning and appropriate instructional planning.</p> <p>Fails to use data in making decisions about instructional practices, staffing, budgeting, etc.</p>	<p>The superintendent</p> <p>Infrequently reviews scheduling, instructional practices, staffing, and use of resources to determine the impact on quality instruction and student learning.</p> <p>Limited data are used in making decisions about instructional practices, staffing, budgeting, etc.</p>	<p>The superintendent</p> <p>Supports and ensures the development of scheduling, instructional practices, staffing, and use of resources that maximize student learning, and opportunities for collaborative planning for staff.</p> <p>Uses data in making decisions about instructional practices, staffing, budgeting, etc.</p>	<p>The superintendent</p> <p>Supports and ensures the development and review of impact of scheduling, instructional practices, staffing, and use of resources that maximize student learning.</p> <p>Utilizes multiple data sources in making decisions about instructional practices, staffing, budgeting, etc.</p>
<p>Comments:</p>				

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
4 A. Collect and analyze data and information pertinent to the educational environment	<p>The superintendent</p> <p>Neglects to collect information on school and district strengths and weaknesses and/or does not use these data to inform student learning and instruction.</p>	<p>The superintendent</p> <p>Infrequently collects and/or inconsistently analyzes data to make decisions that enhance the educational environment-</p>	<p>The superintendent</p> <p>Uses data to accurately assess school and district strengths to make decisions that enhance the educational environment.</p> <p>Provides support to building and district leaders in their efforts to utilize data in decision-making and goal establishment.</p>	<p>The superintendent</p> <p>Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs.</p> <p>Leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals.</p>
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	<p>The superintendent</p> <p>Fails to set clear expectations for or provide support to, administrators regarding culturally sensitive connections.</p> <p>Allows inappropriate, disrespectful communication with families that ignore different family cultural norms.</p>	<p>The superintendent</p> <p>Rarely sets expectations for administrators regarding culturally sensitive communication.</p> <p>Occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.</p>	<p>The superintendent</p> <p>Forms connections between district and community by bringing the community's social and intellectual resources into the district's schools.</p> <p>Utilizes a variety of methods and resources to develop an appreciation and understanding within the district of the community's cultural diversity.</p>	<p>The superintendent</p> <p>Secures external resources to expand the district's appreciation of the community's diverse cultural, social, and intellectual resources.</p> <p>Collaborates with a variety of external communities to heighten understanding of multi-cultural diversity.</p>

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
4 C. Build and sustain positive relationships with families and caregivers	<p>The superintendent</p> <p>Does little to create a welcoming environment for all families to the district community.</p> <p>Tolerates an environment that is unwelcoming to some families.</p>	<p>The superintendent</p> <p>Involves families and caregivers in some decisions concerning their children's education.</p> <p>Inconsistently communicates with families and caregivers, and communication channels occur primarily through print and electronic media.</p> <p>Provides some resources and support but makes few attempts to welcome families as members of the district community.</p>	<p>The superintendent</p> <p>Works to reach equitable solutions and provides systems and support to reach out to families.</p> <p>Participates in frequent interactions with families and caregivers and are open, respectful, and welcoming.</p> <p>Communicates with families and caregivers through a variety of settings (i.e., school events, newsletters, community events, and websites).</p>	<p>The superintendent</p> <p>Provides systems and support for all school personnel to reach out to families to proactively address student needs.</p> <p>Utilize multiple methods to elicit family and caregivers' perceptions of the district services.</p>
4 D. Build and sustain productive relationships with community partners	<p>The superintendent</p> <p>Makes few efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.</p> <p>Discourages community partnerships.</p>	<p>The superintendent</p> <p>Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions.</p> <p>Demonstrates an awareness of community services by occasionally making these services known to families and children.</p> <p>Utilizes existing partnerships to engage the community in school actions.</p>	<p>The superintendent</p> <p>Applies communication and collaboration strategies to develop family and local community partnerships.</p> <p>Proactively collaborates with community agencies for health, social, and other services to support families and children.</p> <p>Develops and manages relationships with the school board.</p>	<p>The superintendent</p> <p>Embraces and advertises benefits provided by community agencies that support health, social, and other services to families and children.</p> <p>Works to increase the types and number of organizations with whom the district partners to deepen relationships and increase partner contribution for the benefit of students.</p> <p>Advocates for policies and resources for the community.</p>

Comments:

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>5 A. Ensure a system of accountability for every student's academic and social success</p>	<p>The superintendent</p> <p>Fails to implement a data-based system of accountability to monitor and ensure the success of every school.</p>	<p>The superintendent</p> <p>Implements a data-based system of accountability to fulfill the professional obligation to regularly monitor progress of each school in meeting standards.</p>	<p>The superintendent</p> <p>Utilizes a data-based system to create and implement an improvement plan that fulfills ethical obligations to:</p> <ul style="list-style-type: none"> • Regularly review progress of each school in meeting identified academic and social standards. • Employ practices ensuring that staff know and consistently utilize teaching strategies and practices to meet the needs of diverse learners. <p>Ensures legal and equitable allocation of fiscal, human, and material resources.</p>	<p>The superintendent</p> <p>Collaborates with internal and external stakeholders to ensure a culture that promotes a data-based system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. This is achieved in part via the following objectives:</p> <ul style="list-style-type: none"> • Regularly evaluates progress of each school in meeting identified academic and social standards. • Provide resources for staff training and support to address diverse needs of all students.

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p>	<p>The superintendent</p> <p>Delays responding to disagreement, conflict, or dissent.</p> <p>Demonstrates a lack of self-control when discussing sensitive topics.</p> <p>Does not model reflective conversations about quality education for all students.</p>	<p>The superintendent</p> <p>Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives.</p> <p>Maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks.</p>	<p>The superintendent</p> <p>Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing.</p> <p>Acts in an open and transparent manner.</p> <p>Employs non-confrontational behaviors characterized by dignity, empathy, respect, reflection, self-evaluation, and exerting self-control even when dealing with sensitive subjects and personal attacks.</p> <p>Demonstrates a high level of integrity and maintains confidentiality.</p>	<p>The superintendent</p> <p>Employs multiple strategies to resolve issues in a respectful manner characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions.</p> <p>Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, sharing multiple perspectives, and hypothesis testing.</p> <p>Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning.</p>
<p>5 C. Safeguard the values of democracy, equity, and diversity</p>	<p>The superintendent</p> <p>Allows personal preferences, beliefs, and/or biases to supersede equitable treatment in interactions with stakeholders.</p>	<p>The superintendent</p> <p>Occasionally allows personal preferences, beliefs and/or biases to interfere with equitable treatment in interactions with stakeholders.</p>	<p>The superintendent</p> <p>Models impartiality, sensitivity to diversity, and dedication to equality and equitable treatment in interactions with stakeholders.</p> <p>Fosters schools that are affirming and inclusive places.</p>	<p>The superintendent</p> <p>Empowers stakeholders with opportunities to create and nurture a learning environment characterized by mutual respect, individuality, and pursuit of individual and common good.</p>

Standard 5 – Ethics and Integrity – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>5 D. Consider and evaluate the potential moral and legal consequences of decision-making</p>	<p>The superintendent</p> <p>Relies primarily on emotional reactions and personal preferences, rather than policy to make substantive decisions.</p>	<p>The superintendent</p> <p>Inconsistently relies on school policy and procedures to make and explain substantive decisions.</p>	<p>The superintendent</p> <p>Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures.</p> <p>Revises and/or creates district guidelines and procedures to address changes in law or state guidelines.</p>	<p>The superintendent</p> <p>Utilizes a model of ethical reasoning and consensus building that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to involve stakeholders in making and explaining substantive decisions.</p>
<p>5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling</p>	<p>The superintendent</p> <p>Occasionally allows personal preferences, beliefs, and/or biases to supersede individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care.</p>	<p>The superintendent</p> <p>Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities.</p> <p>Provides limited resources for supporting the development of cultural appreciation and understanding.</p>	<p>The superintendent</p> <p>Proactively facilitates decision-making processes to promote individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities.</p> <p>Provides staff with resources to support building cultural awareness and to create a culture that affirms individual differences.</p>	<p>The superintendent</p> <p>Leads stakeholders in establishing and protecting individual rights and liberties through culturally sensitive policies.</p> <p>Empowers staff with time, resources, and support to build cultural appreciation and understanding</p> <p>Leads annual review of policies for compliance with current federal and state laws.</p> <p>Leads stakeholders in establishing a culture that affirms individual differences through culturally sensitive policies.</p>
<p>Comments:</p>				

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>6 A. Advocate for children, families, and caregivers</p>	<p>The superintendent</p> <p>Fails to advocate within the district, community, state, and/or national levels to meet needs of children and families or caregivers.</p>	<p>The superintendent</p> <p>Advocates on behalf of children, families, and caregivers within the district, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise.</p>	<p>The superintendent</p> <p>Develops and implements a plan of action to advocate within the district, community, state and/or national levels to meet needs of children, their families, caregivers, or community members.</p>	<p>The superintendent</p> <p>Builds systems of support and advocacy within the district, community, state, and/or national levels to meet needs of children and their families or caregivers.</p> <p>Models and encourages others to be proactive by regularly interacting with children, families, caregivers and community members. Engages them in understanding economic and political support needs of the school and district.</p>
<p>6 B. Act to influence local, district, state, and national decisions affecting student learning</p>	<p>The superintendent</p> <p>Neglects development of relationships with policymakers who impact issues related to student learning or to teachers' abilities to maximize learning opportunities.</p>	<p>The superintendent</p> <p>Develops limited relationships with policymakers who impact issues related to student learning or to teachers' abilities to maximize learning opportunities.</p>	<p>The superintendent</p> <p>Develops professional relationships with a range of policymakers who impact issues related to student learning or to teachers' abilities to maximize learning opportunities.</p> <p>Communicates relevant laws and policies that impact education to district stakeholders and responds appropriately.</p> <p>Actively participates in professional organizations that influence policy decisions.</p>	<p>The superintendent</p> <p>Identifies, responds to, and seeks to influence issues, trends, and potential changes that affect education at the local, district, state and/or national levels.</p>

Standard 6 – The Education System – *Continued*

Functions	Not Meeting Standards	Progressing	Proficient	Exemplary <i>(Includes Proficient)</i>
<p>6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p>	<p>The superintendent</p> <p>Fails to stay abreast of emerging educational trends and initiatives.</p>	<p>The superintendent</p> <p>Is aware of emerging educational trends and initiatives and does little to engage staff in discussion of the impact locally or to modify existing practices.</p>	<p>The superintendent</p> <p>Stays abreast of emerging educational trends and initiatives by:</p> <ul style="list-style-type: none"> • Attending professional conferences. • Participating in professional learning. <p>Communicates pertinent educational research to staff to enhance professional practices and improve student learning.</p>	<p>The superintendent</p> <p>Promotes and evaluates implementation of emergent strategies based on pertinent education research to enhance professional practices and improve student learning.</p>

Comments: