



# Superintendent Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM



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# Superintendent Evaluation Protocol

## Introduction

In 2007, the Commissioner of Education appointed a committee to provide guidelines for revising the content and documents of the Missouri Performance Based Superintendent Evaluation (PBSE) model. Performance-based evaluation of school personnel has been implemented across the State of Missouri since 1983. The Excellence in Education Act of 1985 extended this process to include school administrators. With the leadership of the Department of Elementary and Secondary Education, input from the members of the statewide advisory committee and interviews with board members and superintendents a revised model of the 1983 PBSE has been completed.

Offered in the new model is a move toward the evaluation of the superintendent in an integrated systems approach. The criteria and the process in the new model are derived from national preparation standards (ELCC – Educational Leadership Constituent Council), national leadership assessment standards (ELPS [formerly ISLLC]- educational leadership policy standards), and local district improvement goals (CSIP – comprehensive school improvement plan ). The approach provides a basis for a system that is practical, ethical, fair, useful, feasible and accurate so both the superintendent and the board of education can operate in an integrity-filled environment.

The superintendent evaluation process is a part of the Missouri’s Educator Evaluation System, which was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process.

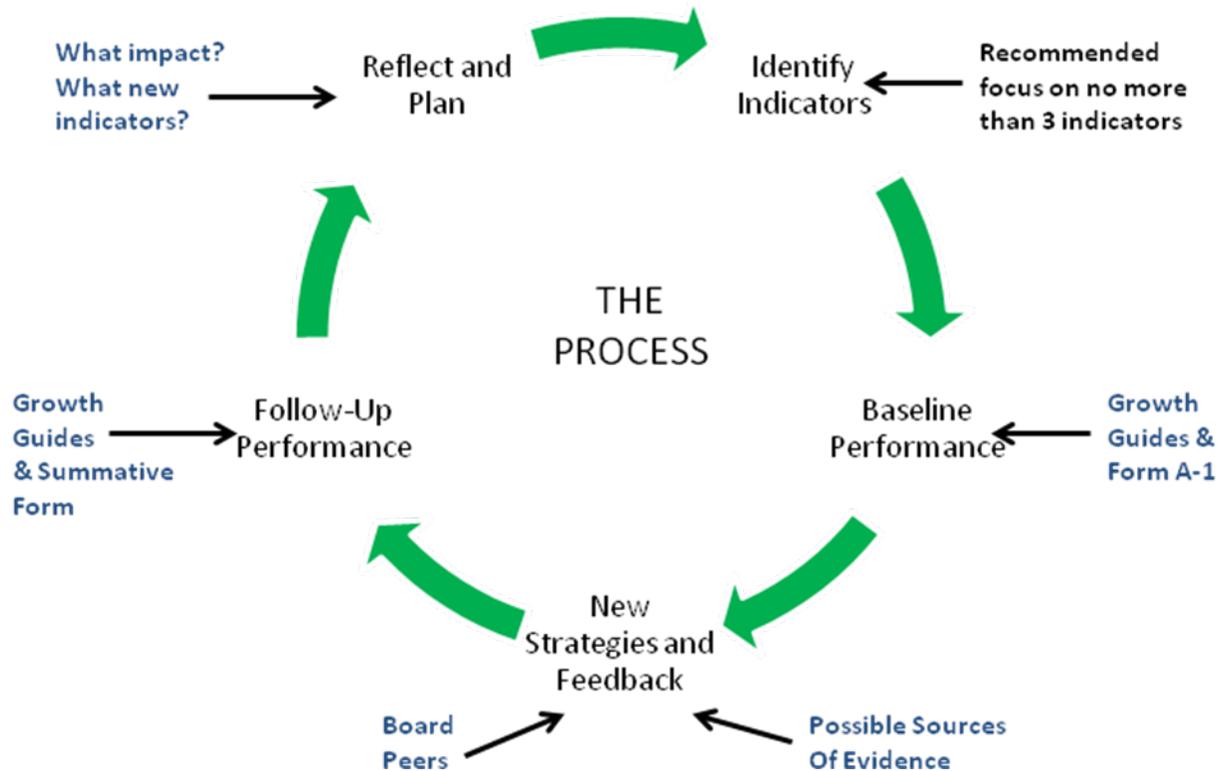
Evaluation of the superintendent is one of the most important responsibilities of the board of education. The *evaluation criteria* and the *associated process* represent the key means by which the board of education can address and effectively serve the needs of the school district as it seeks to improve student achievement and district operations. It is not a means to an end; instead, it is an ongoing and dynamic process. Implementing an evaluation tool that is agreed upon by the board and superintendent in a collaborative manner is often the most effective approach. An effective high quality superintendent evaluation process that is practical across a broad demographic spectrum:

- ❖ develops good board/superintendent relationships;
- ❖ promotes professional growth;
- ❖ provides clarity of roles;

- ❖ creates common understanding of leadership and;
- ❖ provides a mechanism for accountability; including improvement in student achievement as determined by multiple assessments.

The accompanying material offers a guide for evaluating the district superintendent for members of local school boards. The content, format, and suggested procedures are designed in a manner that will enable the model to be used in rural, suburban, and urban school settings. It is adaptable to local issues and conditions and can be modified to accommodate local priorities. Based on the theory of action and beliefs that are the foundation to the state’s model Educator Evaluation System, the primary purpose of the Superintendent Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This occurs through the following process:

## Superintendent Evaluation Process



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The model recommends that superintendents work on no more than three indicators to ensure a focus providing the best opportunity for in-depth evaluation and improvement. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up assessment provides indication of the amount of growth in performance that occurred. Reflection on the process and amount of growth that occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the superintendent evaluation process described in the following steps:

## **Step 1: Identify the indicators to be assessed**

### **Rationale**

Appropriate indicators are selected that most support increasing student learning by promoting growth in teacher and principal practice through a focus on potential growth opportunities for the superintendent. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the superintendent of the district.

### **Description**

The selection of indicators is a very important step in the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning superintendents. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Comprehensive School Improvement Plan and building improvement plans (CSIP-district level/BIP-building level)
3. A maximum of three indicators are recommended which are:
  - Based on student needs
  - Represents priorities of the district
  - Based on a potential growth opportunity for the superintendent and may be determined in collaboration between the superintendent and the local board of education
4. At a minimum, two of the indicators must address impact on student learning

5. Other indicators may be identified at any time based on issues and needs that arise, particularly in extreme instances where growth or change in practice must be addressed

The [superintendent standards and quality indicators](#) include the following:

#### **Standard #1 Vision, Mission, and Goals**

**Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

#### **Standard #2 Teaching and Learning**

**Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

Quality Indicator 1: Promote Positive Culture in the District

Quality Indicator 2: Provide Effective Instructional Programs

Quality Indicator 3: Ensure Continuous Professional Learning

#### **Standard #3 Management of Organizational Systems**

**Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.**

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

#### **Standard #4 Collaboration with Families and Stakeholders**

**Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

### **Standard #5 Ethics and Integrity**

**Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.**

Quality Indicator 1: Personal and Professional Responsibility

### **Standard #6 The Education System**

**Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.**

Quality Indicator 1: Understanding the Larger Context

Quality Indicator 2: Respond to the Larger Context

Quality Indicator 3: Influence the Larger Context

### **Standard #7 Professional Development**

**Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

Quality Indicator 1: Increase knowledge and skills based on best practices

Appropriate indicators are selected to most support increasing the capacity of staff for improving student learning and reflect potential growth opportunities for the superintendent. The indicators identified create an alignment between the Comprehensive School Improvement Plan (CSIP) and documentation and growth of the superintendent. Growth Guides and Possible Sources of Evidence provide articulation of discrete elements and evidence. These are used to assist with documentation on the Superintendent Evaluation tool as a part of the evaluation process.

## **Step 2: Determine baseline performance for each identified indicator**

### **Rationale**

In order to determine growth on an indicator, it is necessary to establish baseline performance and compare it to follow-up performance. Growth in practice occurs between these two points in time.

### **Description**

Each superintendent [growth guide](#) includes a description of performance for each indicator. The baseline assessment is determined by considering the evidence at each level of the growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the superintendent and may include data and information such as licensing, credentialing, improvement plans at the district and building levels, handbooks, and other district-level regulations

and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the superintendent demonstrates. Evidence in the impact frames focuses on outcomes or evidence through the performance or artifacts and products of principals, teachers and students throughout the district as a result of the superintendent's leadership practices.

It is important to think about a superintendent's baseline performance by taking these three separate categories of evidence into consideration. After all, if the superintendent promotes what they think is a high level of leadership and instruction, monitors principal and teacher performance and provides feedback in what they think is an effective manner and yet students in the district are not achieving, then there is still something less than ideal occurring in learning experiences throughout the district. Identifying where that growth opportunity exists that limits the learning experience for all students in the district is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate description of the superintendent's baseline performance. This description of performance will be either Emerging, Developing, Proficient or Distinguished. To determine the appropriate level, it is necessary to establish the highest level for which there is an alignment of evidence of performance.

For example, in Growth Guide 2.2, a determination about the superintendent's performance might be as illustrated below. There is Commitment evidence that the superintendent ensures documentation and monitoring of current instruction and assessment practices. There is also observable Practice evidence that the superintendent engages with staff to determine the overall effectiveness of these practices. Evidence at the Impact level reveals that staff assesses the overall effectiveness of instruction and assessment practices. Although evidence can be gathered by observing teacher and student performance and various artifacts, an additional way to gather evidence at the impact level could be through the use of [surveys](#). Although this is perceptual in nature, research maintains that it does offer useful data.

## Superintendent Growth Guide 2.2

### Standard 2: Teaching and Learning

#### Quality Indicator 2: Provide Effective Instructional Programs

Emerging	Developing	Proficient	Distinguished
<p>2E2) The emerging superintendent ...</p> <p>Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.</p>	<p>2D2) The developing superintendent also...</p> <p>Promotes and monitors consensus relative to the use of effective instruction and assessment practices.</p>	<p>2P2) The proficient superintendent also...</p> <p>Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.</p>	<p>2S2) The distinguished superintendent also...</p> <p>Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> Ensures documentation of existing instructional and assessment practices in the district.</p> <p><b>Evidence of Practice</b> Engages with staff to determine overall effectiveness of current instruction and assessment practices.</p> <p><b>Evidence of Impact</b> Staff assesses the overall effectiveness of current instruction and assessment practices.</p>	<p><b>Evidence of Commitment</b> Documents the monitoring and promoting of the collective implementation of effective instructional and assessment practices.</p> <p><b>Evidence of Practice</b> Collaboratively engages with teachers and leaders to ensure effective instruction and assessment practices are used consistently across the district.</p> <p><b>Evidence of Impact</b> Staff consistently uses instruction and assessment practices proven to be effective at improving student learning.</p>	<p><b>Evidence of Commitment</b> Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices.</p> <p><b>Evidence of Practice</b> Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices.</p> <p><b>Evidence of Impact</b> Teachers and leaders revise and modify instruction and assessment practices to increase effectiveness.</p>	<p><b>Evidence of Commitment</b> A process is in place for continuous monitoring and evaluation of instruction and assessment practices.</p> <p><b>Evidence of Practice</b> Regularly assesses the effectiveness of instruction and assessment practices to ensure sustained improvement and growth student learning.</p> <p><b>Evidence of Impact</b> Students experience sustained improvement and growth; teachers engage in effective instruction and assessment practices.</p>

In this illustration, the highlighted areas reflect the existing evidence of the performance of the superintendent. As noted by the highlighted text, there are examples of evidence in two different columns, Emerging and Developing. However, it is only in the Emerging column where there is an alignment of evidence, or evidence from all three professional frames. The alignment of evidence for this particular performance results in a descriptive rating at the Emerging level. In this particular example, facilitating a collaborative process among teachers and leaders on the consistent use of effective instruction and assessment practices that positively impact student learning would represent a growth opportunity for this superintendent. Achieving this growth would establish an alignment of evidence at the Developing level, resulting in a change in the superintendent's descriptive rating.

## Step 3: Complete Form A-1 of the Superintendent's Evaluation Tool

### Rationale

The primary purpose of the Superintendent Evaluation process is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

### Description

The baseline performance assessment and description of performance for each indicator identifies opportunities for growth. It is important when addressing an opportunity for growth that a very clear plan be developed. The [Form A-1](#) of the Superintendent Evaluation is the document used to articulate the various necessary components of this plan.

This form describes specific indicators of success and how they related to district goals and strategies as articulated in the Comprehensive School Improvement Plan (CSIP). This provides opportunity to identify specific sources of new learning, the practice of skills related to new learning and timelines for completion. The following key general components are included:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

Form A-1: Superintendent Evaluation Tool

This Form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the Superintendent's Professional Development Plan.

**Evaluation Indicators** – The Superintendent is a district leader who engages in actions that provide a quality educational and instructional program that positively impacts student learning

<input type="checkbox"/> 1.1 Establish the vision, mission and goals <input type="checkbox"/> 1.2 Implement the vision, mission and goals <input type="checkbox"/> 2.1 Promote positive culture in the district <input type="checkbox"/> 2.2 Provide effective instructional programs <input type="checkbox"/> 2.3 Ensure continuous professional learning <input type="checkbox"/> 3.1 Manage the organizational structure <input type="checkbox"/> 3.2 Lead personnel <input type="checkbox"/> 3.3 Manage resources	<input type="checkbox"/> 4.1 Collaborate with families and other community members <input type="checkbox"/> 4.2 Respond to community interests and needs <input type="checkbox"/> 4.3 Mobilize community resources <input type="checkbox"/> 5.1 Personal and professional responsibility <input type="checkbox"/> 6.1 Understand the larger context <input type="checkbox"/> 6.2 Respond to the larger context <input type="checkbox"/> 6.3 Influence the larger context <input type="checkbox"/> 7.1 Increase knowledge and skills based on best practices
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To be completed by the Superintendent.

District Goals and Strategies	CSIP Goal #	Indicators of Success	Target Date	Date Achieved

Narrative (Self-Evaluation): when possible, please evidence your self-evaluation with examples drawn from CSIP strategies, objectives, or goals.

To be completed by the Board Member.

Professional Commitment Rating: (Check One)	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
Narrative (Board Member evaluation):				

\_\_\_\_\_  
Superintendent's Signature/Date

\_\_\_\_\_  
Board Member's Signature/Date

\*A rating of "Ineffective" or "Minimally Effective" must be explained in the narrative and preceded by efforts to improve as identified in the Superintendent's Professional Development Plan.

**Evaluation Indicators** – provides opportunity to identify which specific indicator(s) the superintendent is focusing on

**District Goals and Strategies** – articulates the link between the focus area(s) of the superintendent and specific priority areas of the district as documented in the CSIP

**CSIP Goal #** – documents the goal number as articulated in the district CSIP

**Indicators of Success** – corresponds to the evidence articulated in the appropriate growth guide

**Target Date** – establishes a proposed date for achieving the indicators of success

**Date Achieved** – verifies when the indicator of success was achieved

**Narrative** – description offered by the superintendent of the overall improvement process

When considering different strategies to address growth opportunities, the state model offers several different sources of [research](#) including the Balanced Leadership Research conducted by Tim Waters, Robert Marzano and Brian McNulty. This includes a crosswalk comparing twenty-one leadership responsibilities with Missouri’s Leader Standards and Quality Indicators.

Also provided is [research](#) specific to instructional practices. These include the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators. This research is located in the teacher evaluation section.

A document called the [Possible Sources of Evidence](#) is provided as well. This is a single page document provided for each standard. This document provides a list of “possible” sources of evidence that a superintendent might consider including as a component of Form A-1.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers for consideration some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the superintendent’s growth guides. In this way, superintendents and boards of education can use this to clarify exactly what kind of evidence might be considered for each indicator of success.

Possible Sources of Evidence

**Standard 2: Teaching and Learning**

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Examples of Student, staff, and parent culture/climate surveys</li> <li>• Focus group interview questions</li> <li>• Descriptive feedback on culture</li> <li>• Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.</li> <li>• Student, parent and staff handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.)</li> <li>• Newsletters</li> <li>• Internal/external communication structures (website, memos, social-media, etc.)</li> <li>• List of strategies and procedures related to professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• Structures in place to promote collegiality, collaboration, and cultural awareness</li> <li>• Culture and profile data</li> <li>• Research on effective practices (journals, articles, etc.)</li> <li>• Inventory of curricular materials</li> <li>• Assessment of diverse needs of students</li> <li>• Posted student work, behavioral norms/class procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Records/files of meetings and activities of the Professional Development Committee</li> <li>• Time management strategies and plan</li> <li>• Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts</li> <li>• Academic guidelines</li> <li>• Technology plan</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Ensures that policies and practices respect a culturally diverse environment.</li> <li>• Ensures that all principals promote effective and rigorous standards-based units of instruction.</li> <li>• Ensures that professional growth plans focus on learning for staff that is focused on improving student performance</li> <li>• Leads celebrations for student, schools, and district-wide successes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction</li> <li>• Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners</li> <li>• Uses district meetings as collaborative opportunities for principals and teachers to share strategies and best-practices</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all principals promote a variety of formal and informal methods of assessments to measure student learning, growth and understanding</li> <li>• Ensures that principals work collaboratively with their Professional Development Committee to evaluate professional learning and its impact on student performance</li> <li>• Reads and shares research</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters on-going coaching and training that builds classroom proficiency</li> <li>• Provides time and opportunities for individual/team/and whole staff professional learning</li> <li>• Promotes the use of effective and appropriate technology to support student learning</li> <li>• Uses peer observations to monitor collective implementation of instructional strategies</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Examples of professional learning impacting student learning</li> <li>• Documented changes and improvement of instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation data/feedback</li> <li>• Data confirming technology use</li> <li>• Professional growth plans data</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data; focus group data</li> <li>• PDC Plan evaluation</li> <li>• Student Performance Impact data</li> </ul>	<ul style="list-style-type: none"> <li>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> </ul>

## Step 4: Regularly assess progress and seek feedback

### Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

### Description

Determine progress made on the acquisition and application of new skills and knowledge using a variety of formal and informal strategies. Helpful feedback and resources can be gathered from members of the the local board of education, key stakeholders in the community, building and district administrators, peers, mentors, coaches, associations, and regional service centers.

Feedback on the extent of progress made on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place. More importantly, it ensures that new skills and strategies are applied and practiced and there is documentation of growth and improvement. The following guidelines assist in this process of regular assessment of progress and feedback:

1. Seek regular and frequent feedback
2. Feedback should be specific to the appropriate growth guide and information documented on Form A-1
3. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
4. A formal follow-up assessment and discussion should occur between the superintendent and board members

## Step 5: Complete a follow-up assessment for each selected indicator

### Rationale

To determine growth on an indicator, it is necessary to compare the follow-up assessment to the baseline assessment. The comparison of these two assessments provides a measure of growth that has occurred on the performance articulated in each selected quality indicator.

### Description

Using the same process to determine the baseline performance assessment, the follow-up performance assessment is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up assesment, it is necessary to consider the particular professional frame of the superintendent's opportunity for growth. For example, a superintendent might be working on growth in the area of commitment, or in practice, or in impact.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the leadership skills of the superintendent and includes data and information such as licensing, credentialing, improvement plans at the district and building levels, handbooks, and other district-level regulations and protocols. Evidence in the practice frames focuses on observable behaviors, or the quality of leadership that the superintendent demonstrates. Evidence in the impact frames focuses on outcomes or evidence through the performance or artifacts and products of principals, teachers and students throughout the district as a result of the superintendent’s leadership practices.

The purpose of a follow-up assessment is to determine the extent to which the plan articulated on Form A-1 was addressed. In particular, it is used to determine the extent to which the strategies outlined addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the Date Achieved section of the form and may be added to the Narrative section that the superintendent completes.

## **Step 6: The board completes the final summative evaluation**

### **Rationale**

The evaluation process exists for the improvement of superintendent, principal and teacher practice as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the superintendent’s effectiveness.

### **Description**

An overall determination on performance uses baseline and follow-up assessments, feedback generated throughout the year on selected indicators and any other data or information relevant to the superintendent’s performance observed or gathered throughout the year. This information is captured on the bottom of Form A-1 in the “Narrative (Board Member evaluation)”. Each board member completes a copy of this section, including an overall rating for the superintendent’s performance. The possible overall ratings of performance include “Ineffective, Minimally Effective, Effective and Highly Effective”.

Using board members individual responses, the board reaches consensus using the following [Summative Report](#). Keep in mind, the levels provided on the growth guides (Emerging, Developing, Proficient and Distinguished) are specific to describing the degree of competence of the superintendent on a performance articulated through a quality indicator on a particular growth guide. The performance ratings listed on the

Summative Report (Ineffective, Minimally Effective, Effective and Highly Effective) provide a rating for the superintendent’s overall effectiveness in their position as leader of the district.

MISSOURI’S EDUCATOR EVALUATION SYSTEM

Performance Based Superintendent Evaluation SUMMATIVE Report

Directions: To be used by the Board President and Board members to reach consensus based on individual Board member responses.

Education Leadership Policy Standard	Ineffective	Minimally Effective	Effective	Highly Effective	Consensus
<u>INDICATOR #1</u> –					
<u>INDICATOR #2</u> –					
<u>INDICATOR #3</u> –					

Signatures indicate the document has been reviewed and discussed with the Superintendent.

\_\_\_\_\_  
 Superintendent’s Signature/Date

\_\_\_\_\_  
 Board President’s Signature/Date

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## Step 7: Reflect and Plan

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that learning needs for all students in the district are continually met.

### Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring the growth of student learning caused as a result of the superintendent's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted principal and teacher practice and student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the board members, key stakeholders, other district leadership, principals, and perhaps teachers and staff and/or colleagues, select indicators for next year (applies to returning superintendents).
4. Continue to acquire new knowledge and practice new strategies and skills

## Timeline for completion of the Superintendent Evaluation Protocol

Steps and Timeline for completion of the Superintendent Evaluation Protocol

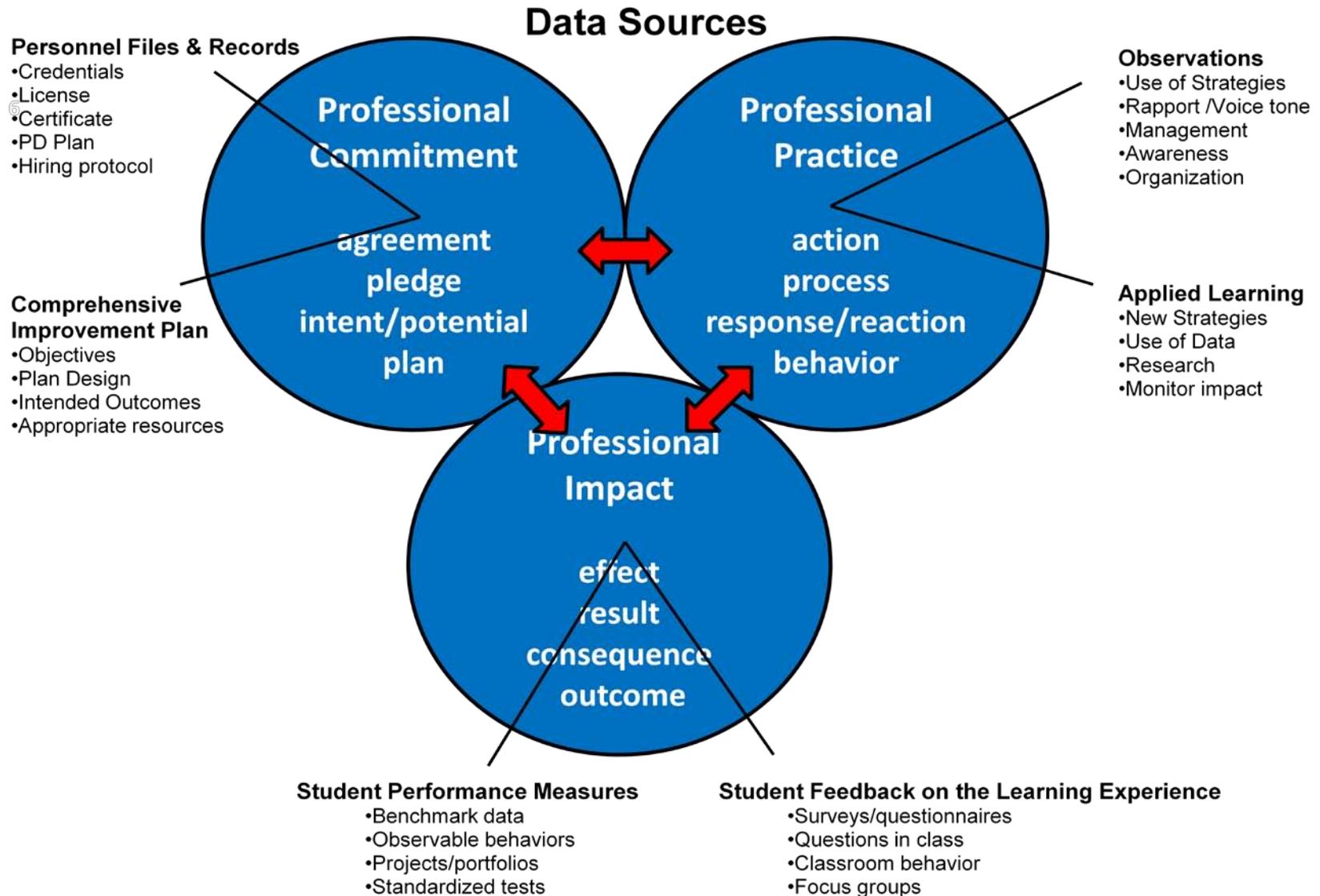
Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
	<b>Identify indicators to be assessed</b>	<b>Determine baseline performance</b>	<b>Develop a plan for growth</b>	<b>Regularly assess progress on the intended growth</b>	<b>Determine follow-up performance</b>	<b>Status and growth determines overall rating</b>	<b>Monitor the impact of improved practice on student performance</b>
<b>Title and Description Of Step</b>	<i>Select indicators to be assessed based on CSIP, previous year's Growth Plan (if applicable), and student and/or teacher performance data.</i>	<i>Conduct an baseline assessment of identified indicators and identify areas of strength and opportunities for growth.</i>	<i>Based on the opportunities for growth and the baseline assessment, determine an appropriate area(s) for growth that include the practice and application of new knowledge and skills.</i>	<i>Seek feedback on progress based on the evidence of appropriate growth guides.  Use the appropriate growth guides, possible sources of evidence, and repeated opportunities for practice.  Seek targeted feedback on areas of strength and opportunities for growth.</i>	<i>Conduct a final assessment of identified indicators. Determine overall progress on the growth plan as evidenced by the appropriate growth guides.</i>	<i>Determine the final status and growth score to inform employment determination. Act on the final determination.</i>	<i>Continue to monitor student growth and reflect on the impact of improved effective practice.  Reflect on progress on growth opportunities.  Indicators for next year may be selected based on local student data and the results of the evaluation process.</i>
<b>Forms</b>	<b>A - 1</b>	<b>Growth Guides</b>	<b>A - 1</b>	<b>Growth Guides &amp; Possible Sources of Evidence</b>	<b>Growth Guides</b>	<b>A - 1/ Summative</b>	<b>Growth Guides</b>
<b>Timeline: 1<sup>st</sup> year Supt</b>	<b>July - Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>November through December</b>		<b>Jan - Feb</b>	<b>Feb - June</b>
<b>Timeline: Returning Supt</b>	<b>April - June</b>	<b>Aug - Oct</b>	<b>November through December</b>		<b>Jan - Feb</b>	<b>Feb - April</b>	



# Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

# Professional Frames of the Superintendent



## Superintendent Growth Guide 1.1

### **Standard 1: Vision, Mission and Goals**

Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### **Quality Indicator 1: Establish the Vision, Mission and Goals**

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>1E1) The emerging superintendent...</p> <p>Leads in the development of a vision, mission and goals that is informed by current knowledge and research, directly related to the district Comprehensive School Improvement Plan and results in validated success for all students.</p>	<p>1D1) The developing superintendent also...</p> <p>Effectively communicates the district’s vision, mission and goals to all district stakeholders.</p>	<p>1P1) The proficient superintendent also...</p> <p>Leads in the ongoing review of the district’s vision, mission and goals and engages stakeholders in the revision and implementation process.</p>	<p>1S1) The distinguished superintendent also...</p> <p>Effectively engages stakeholders in the review of data related to the vision, mission and goals to determine if they address student needs.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>The district has vision of learning that promotes the success of all students.</i></p> <p><b>Evidence of Practice</b> <i>Uses current knowledge and theories to inform the vision, mission and goals and ensures its alignment to the district CSIP.</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>Maintains a plan for the consistent and effective communication of the vision to the school board and all stakeholders.</i></p> <p><b>Evidence of Practice</b> <i>Clearly articulates the vision, mission and goals to board members, community members and all key stakeholders</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>An official process exists to review the district’s vision, mission and goals.</i></p> <p><b>Evidence of Practice</b> <i>Engages staff, students, families, board members and other stakeholders in a collaborative process of reviewing the vision, mission and goals</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>A plan/process exists for the regular evaluation and, as necessary, modification of the district vision.</i></p> <p><b>Evidence of Practice</b> <i>Uses strategies to determine if the vision, mission and goals continue to meet the needs of the district and collaboratively revises as needed.</i></p> <p><b>Evidence of Impact</b> N/A</p>

## Superintendent Growth Guide 1.2

### Standard 1: Vision, Mission and Goals

#### Quality Indicator 2: Implement the Vision, Mission and Goals

Emerging	Developing	Proficient	Distinguished
<p>1E2) The emerging superintendent ...</p> <p>Develops strategies to motivate staff, students and families to achieve the district's vision, mission and goals.</p>	<p>1D2) The developing superintendent also...</p> <p>Implements strategies that motivate staff, students, and families to achieve the district's vision, mission and goals.</p>	<p>1P2) The proficient superintendent also...</p> <p>Assesses data to determine the extent to which staff, students, and families achieve the district's mission, vision and goals.</p>	<p>1S2) The distinguished superintendent also...</p> <p>Based on data, makes needed revisions to increase the extent to which students and families achieve the district's vision, mission and goals.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>A plan has been developed to motivate staff, students, and families to achieve the district's vision, mission and goals.</i></p> <p><b>Evidence of Practice</b> <i>Develops strategies for engaging staff, students and families in working to achieve the vision, mission and goals.</i></p> <p><b>Evidence of Impact</b> <i>Staff, students, and families are knowledgeable of the district's vision, mission and goals.</i></p>	<p><b>Evidence of Commitment</b> <i>Has an implementation strategy in place to implement the plan for motivating staff, students, and families.</i></p> <p><b>Evidence of Practice</b> <i>Uses motivation strategies to engage staff, students and families in working to achieve the vision, mission and goals.</i></p> <p><b>Evidence of Impact</b> <i>Staff, students, and families are motivated to achieve the district's vision, mission and goals.</i></p>	<p><b>Evidence of Commitment</b> <i>Has a process for analyzing the effectiveness of motivation strategies.</i></p> <p><b>Evidence of Practice</b> <i>Regularly assesses how motivated stakeholders are to achieve mission, vision and goals.</i></p> <p><b>Evidence of Impact</b> <i>Staff, students and families provide input regarding their efforts to achieve the vision, mission and goals of the district.</i></p>	<p><b>Evidence of Commitment</b> <i>Has a process for evaluating and modifying the vision, mission and goals as necessary</i></p> <p><b>Evidence of Practice</b> <i>Uses feedback and evaluation data to guide changes in motivation strategies and monitors whether changes made have impact.</i></p> <p><b>Evidence of Impact</b> <i>Achieving the vision, mission and goals positively impacts the district in helping to achieve its overall objectives</i></p>

## Possible Sources of Evidence

### **Standard 1: Vision, Mission and Goals**

**Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

<b>Professional Commitment</b>		
<ul style="list-style-type: none"> <li>Comprehensive School Improvement Plan</li> <li>Documentation of collaborative structures and processes in place for stakeholder engagement</li> <li>Historical data</li> <li>Posted vision, mission, and goals</li> <li>Stakeholder meeting agendas and notes</li> <li>Stakeholder surveys</li> </ul>	<ul style="list-style-type: none"> <li>Communication plan</li> <li>Sample updates to stakeholders on progress made toward building goals</li> <li>Outreach plan</li> <li>Documentation on revisions made to mission, vision and goals</li> <li>Impact data on revisions</li> </ul>	<ul style="list-style-type: none"> <li>List of participating stakeholders</li> <li>Sample newsletters, memos, articles, etc.</li> <li>School website</li> <li>Data used to make revisions, determine goals and priority areas</li> <li>Improvement efforts toward vision, mission, and goals</li> </ul>
<b>Professional Practice</b>		
<ul style="list-style-type: none"> <li>Engages all stakeholders in the creation of a shared educational vision</li> <li>Leads and implements a process for developing a shared vision and strategic goals in student achievement</li> <li>Forges stakeholder consensus for district improvement</li> <li>Create with stakeholders a vision for the school</li> <li>Designs and implements a collaborative process to collect and analyze data about the school's progress</li> <li>Creates and implements a protocol for the systematic review and revision of the vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>Implements a district-wide instructional vision with input from a broad representation of stakeholders</li> <li>Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making.</li> <li>Maintains a focus on the vision and strategic goals throughout the year</li> <li>Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of means to communicate goals to stakeholders</li> <li>Ensures that the mission and vision is visible and known by teachers, students and staff</li> <li>Uses feedback from stakeholders to improve school performance</li> <li>Ensures that the district's identity (vision, mission, values and goals) drives decisions and informs the culture</li> </ul>
<b>Professional Impact</b>		
<ul style="list-style-type: none"> <li>Survey results</li> <li>Revision of Vision and goal statements</li> <li>Stakeholder list</li> <li>Documentation of progress</li> <li>Focus group interviews</li> <li>Classroom observations</li> <li>District and Building Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>School improvement plan</li> <li>Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> <li>Academic records of individual student progress</li> <li>Student completion data on homework/projects</li> <li>Performance assessment results</li> </ul>	<ul style="list-style-type: none"> <li>Structured interviews with students, staff, parents, guardians, and community stakeholders</li> <li>Example of data-driven decisions to document progress and/or to determine school goals and priority areas</li> <li>Student and/or parent survey results</li> <li>Parent/community attendance at school functions</li> </ul>

## Superintendent Growth Guide 2.1

### Standard 2: Teaching and Learning

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

#### Quality Indicator 1: Promote Positive Culture in the District

Emerging	Developing	Proficient	Distinguished
<p>2E1) The emerging superintendent ...</p> <p>Establishes a culture of safety, positive relationships and high levels of learning for all students.</p>	<p>2D1) The developing superintendent also...</p> <p>Maintains a culture that emphasizes safety, positive relationships and high levels of student learning.</p>	<p>2P1) The proficient superintendent also...</p> <p>Leads continuous assessment of the culture to ensure increased student safety, positive relationships and high levels of learning.</p>	<p>2S1) The distinguished superintendent also...</p> <p>Implements timely changes based on data that further improve the culture of the district related to student safety, positive relationships and increased levels of student learning.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>Documentation is created supporting safety, positive relationships and high levels of learning.</i></p> <p><b>Evidence of Practice</b> <i>Conducts building visits and analyzes rituals and routines in the district and community to determine overall culture</i></p> <p><b>Evidence of Impact</b> <i>Strategies are designed for promoting a positive culture in the district.</i></p>	<p><b>Evidence of Commitment</b> <i>Has a strategy for promoting a positive district culture.</i></p> <p><b>Evidence of Practice</b> <i>Uses strategies for emphasizing safety, positive relationships and the importance of learning.</i></p> <p><b>Evidence of Impact</b> <i>Leadership, staff and key stakeholders work collaboratively to promote a positive culture.</i></p>	<p><b>Evidence of Commitment</b> <i>Creates a plan for assessing the culture of the district</i></p> <p><b>Evidence of Practice</b> <i>Works in collaboration with the school board, staff and community stakeholders to assess the district culture.</i></p> <p><b>Evidence of Impact</b> <i>Feedback is provided on overall safety, positive relationships and levels of learning.</i></p>	<p><b>Evidence of Commitment</b> <i>Plans for improving the district's culture are created.</i></p> <p><b>Evidence of Practice</b> <i>Evaluates data on the district culture and enacts strategies for improvements.</i></p> <p><b>Evidence of Impact</b> <i>District culture improves creating more positive and safe conditions and relationships resulting in increased student learning.</i></p>

## Superintendent Growth Guide 2.2

### Standard 2: Teaching and Learning

#### Quality Indicator 2: Provide Effective Instructional Programs

Emerging	Developing	Proficient	Distinguished
<p>2E2) The emerging superintendent ...</p> <p>Works with staff to evaluate the effectiveness of current instruction and assessment practices that impact student achievement at each level of the district.</p>	<p>2D2) The developing superintendent also...</p> <p>Promotes and monitors consensus relative to the use of effective instruction and assessment practices.</p>	<p>2P2) The proficient superintendent also...</p> <p>Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.</p>	<p>2S2) The distinguished superintendent also...</p> <p>Leads continuous improvement of instruction and assessment practices that results in sustained improvement and growth for all students.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>Ensures documentation of existing instructional and assessment practices in the district.</i></p> <p><b>Evidence of Practice</b> <i>Engages with staff to determine overall effectiveness of current instruction and assessment practices.</i></p> <p><b>Evidence of Impact</b> <i>Staff assesses the overall effectiveness of current instruction and assessment practices.</i></p>	<p><b>Evidence of Commitment</b> <i>Documents the monitoring and promoting of the collective implementation of effective instructional and assessment practices.</i></p> <p><b>Evidence of Practice</b> <i>Collaboratively engages with teachers and leaders to ensure effective instruction and assessment practices are used consistently across the district.</i></p> <p><b>Evidence of Impact</b> <i>Staff consistently uses instruction and assessment practices proven to be effective at improving student learning.</i></p>	<p><b>Evidence of Commitment</b> <i>Has a process to evaluate and institute changes necessary to ensure effective instructional and assessment practices.</i></p> <p><b>Evidence of Practice</b> <i>Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices.</i></p> <p><b>Evidence of Impact</b> <i>Teachers and leaders revise and modify instruction and assessment practices to increase effectiveness.</i></p>	<p><b>Evidence of Commitment</b> <i>A process is in place for continuous monitoring and evaluation of instruction and assessment practices.</i></p> <p><b>Evidence of Practice</b> <i>Regularly assesses the effectiveness of instruction and assessment practices to ensure sustained improvement and growth student learning.</i></p> <p><b>Evidence of Impact</b> <i>Students experience sustained improvement and growth; teachers engage in effective instruction and assessment practices.</i></p>

## Superintendent Growth Guide 2.3

### Standard 2: Teaching and Learning

#### Quality Indicator 3: Ensure Continuous Professional Learning

Emerging	Developing	Proficient	Distinguished
<p>2E3) The emerging superintendent ...</p> <p>Establishes a culture that values continuous learning for all staff that is focused on improving student performance.</p>	<p>2D3) The developing superintendent also...</p> <p>Directs staff to maintain annual professional growth plans aligned to district improvement plans which document the professional growth of all staff.</p>	<p>2P3) The proficient superintendent also...</p> <p>Ensures that professional learning is focused on improving student learning and is directly related to the district Comprehensive School Improvement Plan.</p>	<p>2S3) The distinguished superintendent also...</p> <p>Leads in the evaluation of the impact of professional learning on increased academic achievement for all students.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>Procedures and policies supporting continuous learning.</i></p> <p><b>Evidence of Practice</b> <i>Establishes procedures and policies to promote continuous learning.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff continue learning in order to better meet student needs.</i></p>	<p><b>Evidence of Commitment</b> <i>Professional growth plans document continuous learning.</i></p> <p><b>Evidence of Practice</b> <i>Develops structures to ensure that staff maintains accurate professional growth plans.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff develop and maintain annual professional growth plans.</i></p>	<p><b>Evidence of Commitment</b> <i>Growth plans provide evidence of the alignment of professional learning to the goals and priorities of the CSIP.</i></p> <p><b>Evidence of Practice</b> <i>Develops and implements structures that connect the professional learning of staff to the priorities and goals of the CSIP.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff align and apply all professional learning in support of the priorities and goals of the CSIP.</i></p>	<p><b>Evidence of Commitment</b> <i>The impact of professional learning is evaluated and documented.</i></p> <p><b>Evidence of Practice</b> <i>Cultivates a system of evaluation to determine the impact of professional learning on achieving the goals of the CSIP.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff conduct ongoing evaluation on the impact of professional learning for meeting the goals of the CSIP.</i></p>

## Possible Sources of Evidence

### Standard 2: Teaching and Learning

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Examples of Student, staff, and parent culture/climate surveys</li> <li>• Focus group interview questions</li> <li>• Descriptive feedback on culture</li> <li>• Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.</li> <li>• Student, parent and staff handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.)</li> <li>• Newsletters</li> <li>• Internal/external communication structures (website, memos, social-media, etc.)</li> <li>• List of strategies and procedures related to professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• Structures in place to promote collegiality, collaboration, and cultural awareness</li> <li>• Culture and profile data</li> <li>• Research on effective practices (journals, articles, etc.)</li> <li>• Inventory of curricular materials</li> <li>• Assessment of diverse needs of students</li> <li>• Posted student work, behavioral norms/class procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Records/files of meetings and activities of the Professional Development Committee</li> <li>• Time management strategies and plan</li> <li>• Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts</li> <li>• Academic guidelines</li> <li>• Technology plan</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Ensures that policies and practices respect a culturally diverse environment.</li> <li>• Ensures that all principals promote effective and rigorous standards-based units of instruction.</li> <li>• Ensures that professional growth plans focus on learning for staff that is focused on improving student performance</li> <li>• Leads celebrations for student, schools, and district-wide successes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction</li> <li>• Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners</li> <li>• Uses district meetings as collaborative opportunities for principals and teachers to share strategies and best-practices</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all principals promote a variety of formal and informal methods of assessments to measure student learning, growth and understanding</li> <li>• Ensures that principals work collaboratively with their Professional Development Committee to evaluate professional learning and its impact on student performance</li> <li>• Reads and shares research</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters on-going coaching and training that builds classroom proficiency</li> <li>• Provides time and opportunities for individual/team/and whole staff professional learning</li> <li>• Promotes the use of effective and appropriate technology to support student learning</li> <li>• Uses peer observations to monitor collective implementation of instructional strategies</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Examples of professional learning impacting student learning</li> <li>• Documented changes and improvement of instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation data/feedback</li> <li>• Data confirming technology use</li> <li>• Professional growth plans data</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data; focus group data</li> <li>• PDC Plan evaluation</li> <li>• Student Performance Impact data</li> </ul>	<ul style="list-style-type: none"> <li>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> </ul>

## Superintendent Growth Guide 3.1

### Standard 3: Management of the Organizational Systems

Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.

#### Quality Indicator 1: Manage the Organizational Structure

Emerging	Developing	Proficient	Distinguished
<p>3E1) The emerging superintendent ...</p> <p>Creates and uses structures, policies and procedures to guide the district in pursuit of its vision, mission and goals.</p>	<p>3D1) The developing superintendent also..</p> <p>Monitors and reviews the effectiveness of all district structures, policies and procedures.</p>	<p>3P1) The proficient superintendent also...</p> <p>Evaluates and revises district structures and procedures to better support learning for all students.</p>	<p>3D1) The distinguished superintendent also...</p> <p>Ensures and leads a process for annually reviewing and improving all structures and procedures to improve results throughout the district.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>Structures, policies and procedures support the district's vision, mission and goals</i></p> <p><b>Evidence of Practice</b> <i>Establishes handbooks, rules, guidelines, etc. and ensures implementation to support effective management</i></p> <p><b>Evidence of Impact</b> <i>Appropriate structures and procedures support key issues that contribute to effective management.</i></p>	<p><b>Evidence of Commitment</b> <i>A review cycle is established for all structures, policies and procedures.</i></p> <p><b>Evidence of Practice</b> <i>Regularly reviews structures and procedures with staff, student representatives, and parents to determine effectiveness.</i></p> <p><b>Evidence of Impact</b> <i>Structures and procedures supporting key issues like district safety, retention, etc. are reviewed regularly.</i></p>	<p><b>Evidence of Commitment</b> <i>Revised structures, policies and procedures are in place to support effective management.</i></p> <p><b>Evidence of Practice</b> <i>With collaborative input, makes determinations on effectiveness and modifies as necessary all structures, and procedures.</i></p> <p><b>Evidence of Impact</b> <i>Improved structures and procedures support key issues like district safety, retention, etc.</i></p>	<p><b>Evidence of Commitment</b> <i>A systematic district process ensures all structures, policies and procedures are reviewed and improved regularly.</i></p> <p><b>Evidence of Practice</b> <i>Creates a process across the district to conduct ongoing evaluation and improvement of all Structures and procedures.</i></p> <p><b>Evidence of Impact</b> <i>Continuously improved structures and procedures support key issues like district safety, retention, etc.</i></p>

## Superintendent Growth Guide 3.2

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 2: Lead Personnel

Emerging	Developing	Proficient	Distinguished
<p>3E2) The emerging superintendent ...</p> <p>Creates positive relationships with district leadership and staff and builds support for the goals and priorities in the district's Comprehensive School Improvement Plan.</p>	<p>3D2) The developing superintendent also...</p> <p>Assesses district leaders and staff performance based on improved learning for students.</p>	<p>3P2) The proficient superintendent also...</p> <p>Leads an ongoing system of performance evaluation for district educators that results in higher levels of professional practice and improved student growth.</p>	<p>3S2) The distinguished superintendent also...</p> <p>Ensures a system that builds the capacity of district leadership and staff (including succession planning) that results in the achievement of the district Comprehensive School Improvement Plan and its goals and priorities.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>Is knowledgeable of district leadership and staff using district data like certifications, salary schedules, handbooks, code of conduct, etc.</i></p> <p><b>Evidence of Practice</b> <i>Demonstrates ability to listen carefully, respond accurately, and engage positively with all district leadership and staff.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff are knowledgeable of and generally support the district's vision, mission and goals.</i></p>	<p><b>Evidence of Commitment</b> <i>The district uses an evaluation process informed by the Effective Principles of Effective Evaluation.</i></p> <p><b>Evidence of Practice</b> <i>Accurately collects data on performance and provides constructive feedback in order to improve practice.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff participate in an effective evaluation process.</i></p>	<p><b>Evidence of Commitment</b> <i>An evaluation process is in place to support effective instruction and leadership and improve practice.</i></p> <p><b>Evidence of Practice</b> <i>Engages district leadership in providing an effective evaluation process that improves professional practice.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff improve practice based on an effective evaluation process.</i></p>	<p><b>Evidence of Commitment</b> <i>An effective evaluation process is in place to improve practice and build capacity.</i></p> <p><b>Evidence of Practice</b> <i>Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff improve practice and increase in their capacity of shared leadership.</i></p>

## Superintendent Growth Guide 3.3

### Standard 3: Management of the Organizational Systems

#### Quality Indicator 3: Manage Resources

Emerging	Developing	Proficient	Distinguished
<p>3E3) The emerging superintendent ...</p> <p>Is knowledgeable of existing policies and procedures related to the effective, legal and equitable use of resources to achieve student learning.</p>	<p>3D3) The developing superintendent also...</p> <p>Implements policies and procedures that guide the effective, legal, and equitable use of resources to support student learning.</p>	<p>3P3) The proficient superintendent also...</p> <p>Reviews and monitors all policies and procedures regarding use of resources to ensure they are current, effective, legal, and equitable.</p>	<p>3S3) The distinguished superintendent also...</p> <p>Implements a process to use effectiveness data to revise and continuously improve all policies and procedures to ensure the effective, legal, and equitable use of resources to enhance student learning.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>The district has policies and procedures to guide the effective, legal, and equitable use of fiscal, human and material resources</i></p> <p><b>Evidence of Practice</b> <i>Reviews existing budget and current resource allocation to ensure adequate support of needs around student learning.</i></p> <p><b>Evidence of Impact</b> <i>An environment that supports student learning is maintained in part through the appropriate use of resources</i></p>	<p><b>Evidence of Commitment</b> <i>Policies and procedures are implemented for the effective, legal, and equitable use of resources.</i></p> <p><b>Evidence of Practice</b> <i>Maintains accurate data on the budget, expenditures and resource allocation to ensure the support of student learning.</i></p> <p><b>Evidence of Impact</b> <i>The use of resources in the district supports student learning.</i></p>	<p><b>Evidence of Commitment</b> <i>A regular review of the use of resources is planned.</i></p> <p><b>Evidence of Practice</b> <i>Establishes structures and methods for carefully reviewing how resources are allocated and their impact on student learning.</i></p> <p><b>Evidence of Impact</b> <i>Resources that do not support student learning are eliminated or revised.</i></p>	<p><b>Evidence of Commitment</b> <i>Policies and procedures are continuously developed and improved to ensure equitable use of resources.</i></p> <p><b>Evidence of Practice</b> <i>Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively.</i></p> <p><b>Evidence of Impact</b> <i>The use of resources is continually monitored and improved to maximize student learning.</i></p>

#### Possible Sources of Evidence

**Standard 3: Management of Organizational Systems**

Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Educator profiles</li> <li>• Educator evaluation process documents</li> <li>• Inventory of available resources</li> <li>• Strategies to determine management effectiveness</li> <li>• Staff, student, parent surveys</li> <li>• Conflict resolution protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of planned performance reviews for staff</li> <li>• Master school schedule documenting individual and collaborative planning times</li> <li>• <b>Building staffing plans/ process and protocols</b></li> <li>• RTI plans and models</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the structures in place to promote collegiality, collaboration, and cultural awareness.</li> <li>• Procedures for reporting, investigating, and resolving incidents of bullying, harassment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures and procedures for formal/informal communications</li> <li>• Structures and procedures for collaborative planning and review (School Safety Plans, Crisis Plans, etc.)</li> <li>• <b>Examples of consensus building activities</b></li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Ensures effective and timely staff supervision and evaluation</li> <li>• Makes frequent visits to buildings and gives targeted constructive feedback</li> <li>• Uses multiple sources of student performance data to assess educator effectiveness</li> <li>• Develops /manages a budget that supports the district's vision, mission, and goals.</li> <li>• Practices distributive leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, and emotional/social needs of students.</li> <li>• Recruits and develops a leadership team with a balance of skills</li> <li>• Orchestrates and ensures orderly student entry, dismissal, meals, class transitions, and recesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages bureaucratic, contractual, and legal issues efficiently and effectively.</li> <li>• Promotes transparent communication between all stakeholders</li> <li>• Utilizes a time management system to deal with email, paperwork, and administrative chores</li> <li>• Implements policies and procedures for the equitable allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a schedule that provides meeting times for grade level/content area teams</li> <li>• <b>Ensures that teachers and principals have the resources and support necessary to grow professionally</b></li> <li>• Routinely schedules time and opportunities for individual/team/ and whole staff collaboration and learning</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• List of resource allocation</li> <li>• Documentation of school advisory, guidance, and health programs</li> <li>• Parent, student, staff handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Building budget/resource allocation</li> <li>• Survey results</li> <li>• Documentation of principal/teacher-led meetings/committees</li> <li>• Feedback and follow-up with staff</li> </ul>	<ul style="list-style-type: none"> <li>• School crisis plan</li> <li>• Fire and disaster drill records</li> <li>• <b>Data showing that tenure and retention decisions are based on clear assessments of effectiveness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of collaborative planning time leading to improved professional practice and student learning</li> <li>• <b>Educator performance results</b></li> </ul>

**Teacher Induction and Development**

**Professional Commitment**

- Induction/mentoring support and training plan
- Mentoring standards
- Structures and procedures in place for effective coaching, mentoring and educator development
- Resource allocation (time, materials, fiscal investment)

**Professional Practice**

- Data on a cohesive approach to recruitment, hiring, induction, development, and career growth
- Recruits and hires effective teachers

**Professional Impact**

- Teacher retention
- New Teacher Survey
- Teacher interviews
- Teacher evaluation results
- Student performance data
- Student/Parent Surveys

## Superintendent Growth Guide 4.1

### **Standard 4: Collaboration with Families and Stakeholders**

**Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

### **Quality Indicator 1: Collaborate with Families and Other Community Members**

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>4E1) The emerging superintendent ...</p> <p>Demonstrates the understanding of the need to build positive relationships with families, community members, and key stakeholders.</p>	<p>4D1) The developing superintendent also...</p> <p>Engages in positive relationship building with key partnerships that will enhance the culture of learning throughout the district.</p>	<p>4P1) The proficient superintendent also...</p> <p>Assesses the quality of relationships and collaboration with families, community members and stakeholders throughout the community and its impact on the culture of learning throughout the district.</p>	<p>4S1) The distinguished superintendent also...</p> <p>Expands and strengthens collaboration and partnerships with families, community members and key stakeholders to enhance the culture of learning throughout the district.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Actively engages in strategies to building positive relationships with families, community members and key stakeholders.</i></p> <p><b>Evidence of Impact</b> <i>Families, community members and key stakeholders experience a positive relationship with the district superintendent.</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Establishes calendar to regularly gather key stakeholders and build support for the goals of the district.</i></p> <p><b>Evidence of Impact</b> <i>Families, community members and key stakeholders support the main goals of the district.</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Uses a process to determine if collaboration strategies used are effective and develops alternative strategies where necessary</i></p> <p><b>Evidence of Impact</b> <i>Family and community assist in analyzing the overall support for education in the district.</i></p>	<p><b>Evidence of Commitment</b> N / A</p> <p><b>Evidence of Practice</b> <i>Improves collaboration strategies to expand positive relationships and enhance support for the district.</i></p> <p><b>Evidence of Impact</b> <i>Support for the district improves throughout the community.</i></p>

## Superintendent Growth Guide 4.2

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 2: Respond to Community Interests and Needs

Emerging	Developing	Proficient	Distinguished
<p>4E2) The emerging superintendent ...</p> <p>Seeks to expand understanding of the diverse needs of the district by being visible and actively involved.</p>	<p>4D2) The developing superintendent also...</p> <p>Responds to community educational interests and needs based on information obtained through active involvement throughout the district.</p>	<p>4P2) The proficient superintendent also...</p> <p>Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.</p>	<p>4S2) The distinguished superintendent also...</p> <p>Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support for the district.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b> <i>Establishes a process for being highly visible and actively involved as a strategy for learning important community interests and needs.</i></p> <p><b>Evidence of Impact</b> <i>Diverse district and community interests and needs are accommodated in support of the vision, mission and goals.</i></p>	<p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b> <i>Maintains high visibility and active involvement, building relationships with key stakeholders in the community.</i></p> <p><b>Evidence of Impact</b> <i>Relationship with community is positive and supports the accommodation of diverse needs.</i></p>	<p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b> <i>Monitors the effectiveness of school and community collaboration.</i></p> <p><b>Evidence of Impact</b> <i>Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs.</i></p>	<p><b>Evidence of Commitment</b> N/A</p> <p><b>Evidence of Practice</b> <i>Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs</i></p> <p><b>Evidence of Impact</b> <i>High impact areas are used to expand the support of education in the district.</i></p>

## Superintendent Growth Guide 4.3

### Standard 4: Collaboration with Families and Stakeholders

#### Quality Indicator 3: Mobilize Community Resources

Emerging	Developing	Proficient	Distinguished
<p>4E3) The emerging superintendent ...</p> <p style="text-align: center;">Identifies existing community resources in the district.</p>	<p>4D3) The developing superintendent also...</p> <p style="text-align: center;">Uses existing community resources that impact student achievement.</p>	<p>4P3) The proficient superintendent also...</p> <p style="text-align: center;">Monitors and analyzes how well community resources are being used to impact student achievement.</p>	<p>4S3) The distinguished superintendent also...</p> <p style="text-align: center;">Ensures that the use of community resources is expanded to address district challenges and needs and results in increased student achievement.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>Plans for the use of existing community resources to meet district challenges and needs.</i></p> <p><b>Evidence of Practice</b> <i>Is aware of potential community resources and how they might best be used to address district challenges and needs.</i></p> <p><b>Evidence of Impact</b> <i>Existing community resources are identified.</i></p>	<p><b>Evidence of Commitment</b> <i>Maintains plans and documentation on the use of existing community resources.</i></p> <p><b>Evidence of Practice</b> <i>Understands what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas.</i></p> <p><b>Evidence of Impact</b> <i>Student learning in the district is positively impacted by the use of resources.</i></p>	<p><b>Evidence of Commitment</b> <i>A process exists to monitor and analyze the use of community resources.</i></p> <p><b>Evidence of Practice</b> <i>Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems.</i></p> <p><b>Evidence of Impact</b> <i>The monitoring and analysis of the use of resources leads to more effective allocation.</i></p>	<p><b>Evidence of Commitment</b> <i>A process exists to regularly assess the effectiveness of how resources are used.</i></p> <p><b>Evidence of Practice</b> <i>Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain and expand resources.</i></p> <p><b>Evidence of Impact</b> <i>Student achievement improves based on the effective use of community resources.</i></p>

## Possible Sources of Evidence

### **Standard 4: Collaboration with Families and Stakeholders**

**Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

<b>Professional Commitment</b>			
<ul style="list-style-type: none"> <li>List of proposed school and community collaboration</li> <li>Inventory of resources available as potential solutions to school problems</li> <li>Examples of community resources addressing school issues</li> </ul>	<ul style="list-style-type: none"> <li>Structures and processes in place to evaluate community impact</li> <li>Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li>Family, community, and school partnership plan</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration strategies</li> <li>Outline of process used to engage community input and buy-in</li> <li>Example presentations to stakeholders</li> <li>Outreach/communications plan</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of on-going relationships with local businesses and community organizations</li> <li>Professional reading/research documentation</li> <li>Surveys</li> </ul>
<b>Professional Practice</b>			
<ul style="list-style-type: none"> <li>Ensures that families are welcome members of the district community and can contribute to the overall effectiveness.</li> <li>Collaborates with families to support student learning at home and school</li> <li>Engages in regular two-way culturally proficient communication with families about student learning</li> </ul>	<ul style="list-style-type: none"> <li>Addresses family concerns in an equitable, effective and efficient manner</li> <li>Consistently builds and maintains relationships with local businesses and community organizations</li> <li>Maintains visibility and involvement throughout the district and community events</li> </ul>	<ul style="list-style-type: none"> <li>Reaches out to staff, students, parents, and external partners for feedback and help</li> <li>Actively involves families and community stakeholders in district celebrations</li> <li>Utilizes district resources appropriately to support identified areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations</li> <li>Monitors outreach strategies to determine effectiveness and impact</li> </ul>
<b>Professional Impact</b>			
<ul style="list-style-type: none"> <li>Student, parent/family, staff, and community survey data</li> <li>Family, business and organization partnership data</li> <li>School policies related to cultural proficiency</li> <li>Data on services provided by local businesses and community agencies</li> </ul>	<ul style="list-style-type: none"> <li>Data on improvements in student learning as impacted by community resources</li> <li>Examples of building positive relationships with key stakeholders</li> <li>Documentation of community interests and needs addressed through involvement and visibility</li> <li>Multi-lingual newsletters/memos</li> </ul>	<ul style="list-style-type: none"> <li>Data on family and community participation in school events</li> <li>Examples of family/community involvement in school celebrations</li> <li>Student, staff, family and stakeholder structured interviews</li> <li>Focus group meetings</li> <li>List of ways in which staff and students have been involved in community events.</li> </ul>	<ul style="list-style-type: none"> <li>Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</li> <li>New practices that have been implemented as a result of school/community partnerships</li> <li>Number and use of volunteers and district supporters</li> </ul>

## Superintendent Growth Guide 5.1

### Standard 5: Ethics and Integrity

Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

#### Quality Indicator 1: Personal and Professional Responsibility

Emerging	Developing	Proficient	Distinguished
<p>5E1) The emerging superintendent ...</p> <p>Demonstrates the understanding for the need for professionalism and ethical behavior.</p>	<p>5D1) The developing superintendent also...</p> <p>Demonstrates professional and ethical behavior toward others.</p>	<p>5P1) The proficient superintendent also...</p> <p>Regularly gathers data/input on their own professional and ethical behavior toward others and all professional responsibilities.</p>	<p>5S1) The distinguished superintendent also...</p> <p>Uses feedback data to improve own overall professional and ethical behavior toward others and all professional responsibilities.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>District records, policies, procedures, etc. are maintained in and ethically and confidentially.</i></p> <p><b>Evidence of Practice</b> <i>Uses language that demonstrates respect when addressing leadership, staff, students and families, and ensures sensitive information is kept confidential.</i></p> <p><b>Evidence of Impact</b> <i>Leadership, teachers, parents and staff experience honest interactions based upon ethical and legal principles.</i></p>	<p><b>Evidence of Commitment</b> <i>Maintains district records and a code of conduct in an honest and ethical manner.</i></p> <p><b>Evidence of Practice</b> <i>Consistently demonstrates respect and ethical behavior and enforces the code of conduct to create a culture of professionalism throughout the district.</i></p> <p><b>Evidence of Impact</b> <i>Leadership, teachers, parents and staff routinely experience honest interactions based upon ethical and legal principles.</i></p>	<p><b>Evidence of Commitment</b> <i>Documents own progress regarding ethical and honest practice.</i></p> <p><b>Evidence of Practice</b> <i>Evaluates and reflects on personal effectiveness regarding ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning.</i></p> <p><b>Evidence of Impact</b> <i>Leadership, teachers, parents and staff offer feedback regarding honest interactions based upon ethical and legal principles.</i></p>	<p><b>Evidence of Commitment</b> <i>Maintains a district code of conduct that encourages honest and ethical practice.</i></p> <p><b>Evidence of Practice</b> <i>Is a model of ethical behavior that promotes a culture of professionalism among all staff ensuring that the learning environment is focused on the well-being and growth of students.</i></p> <p><b>Evidence of Impact</b> <i>Leadership and staff engage in honest interactions based upon ethical and legal principles.</i></p>

## Possible Sources of Evidence

### **Standard 5: Ethics and Integrity**

**Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.**

<b>Professional Commitment</b>			
<ul style="list-style-type: none"> <li>• Sample policies and procedures that demonstrate fairness and respect</li> <li>• Documented process for evaluating district culture</li> <li>• Examples of clear, honest and respectful communications</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality procedures</li> <li>• Strategies to ensure that student needs inform all aspects of schooling</li> <li>• Collaborative structures to revise handbooks and codes of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Structured interview questions</li> <li>• Collaborative process to address school issues and problems</li> <li>• Feedback forms</li> <li>• Example communications to families</li> </ul>	<ul style="list-style-type: none"> <li>• Educator evaluation forms/process</li> <li>• Examples of education advocacy</li> <li>• Structures and procedures for evaluating moral and legal consequences of decisions</li> <li>• Handbook and Codes of Conduct</li> </ul>
<b>Professional Practice</b>			
<ul style="list-style-type: none"> <li>• Reflects on his/her own effectiveness in regards to ethical behavior</li> <li>• Maintains a school code of conduct promoting fairness and respect for all</li> <li>• Models ethical behavior that promotes a culture of professionalism</li> <li>• Serve as a respectful spokesperson for students and families throughout the district</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains confidentiality</li> <li>• Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders</li> <li>• Promotes a learning environment that is focused on the well-being and growth of students</li> <li>• Develops, implements, and evaluates district policies and procedures that support democratic values, equity, and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Protects the constitutional or civil rights of students, parents or guardians , and staff</li> <li>• Safeguards public funds and property</li> <li>• Makes unbiased decisions based on data and focused on what is best for students</li> <li>• Ensures that collaborative processes are honest, objective, and fair</li> <li>• Identifies emerging trends and issues likely to affect the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the resilience to uphold core values and persist in the face of adversity.</li> <li>• Creates an infrastructure that helps to monitor and ensure equitable practices</li> <li>• Analyzes leadership decisions in terms of established ethical practices.</li> <li>• Advocates for school policies and programs that promote equitable learning opportunities for all students.</li> </ul>
<b>Professional Impact</b>			
<ul style="list-style-type: none"> <li>• Examples of ethical and honest behaviors in staff</li> <li>• Evaluation data on the moral/ethical/legal consequences of decisions</li> <li>• Revised Handbook and Codes of Conduct</li> <li>• Modeling examples of ethical behavior, reflective practice, transparency and honesty</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/community outreach communication examples</li> <li>• Survey data</li> <li>• Examples of advocacy behaviors on behalf of children, families, and caregivers.</li> <li>• Focus group feedback results</li> <li>• Feedback form results</li> </ul>	<ul style="list-style-type: none"> <li>• Documented use of language demonstrating respect when addressing staff, students, and families</li> <li>• Reflection journals data</li> <li>• Discipline referral reports</li> <li>• District climate survey results</li> <li>• District policy evaluation results</li> </ul>	<ul style="list-style-type: none"> <li>• Documented antidotal information</li> <li>• School culture</li> </ul>

## Superintendent Growth Guide 6.1

### **Standard 6: The Education System**

**Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.**

#### **Quality Indicator 1: Understand the Larger Context**

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>6E1) The emerging superintendent ...</p> <p>Has an understanding of larger political, social, economic, legal, and cultural issues at the local, state and federal level that impact teaching and learning.</p>	<p>6D1) The developing superintendent also...</p> <p>Analyzes the impact of larger political, social, economic, legal, and cultural issues at the local, state and federal level and its impact on teaching and learning.</p>	<p>6P1) The proficient superintendent also...</p> <p>Works with staff, board and community members to ensure that larger issues do not negatively impact teaching and learning.</p>	<p>6S1) The distinguished superintendent also...</p> <p>Evaluates the effectiveness of staff and board planning ensuring that larger issues do not negatively impact the improvement of teaching and learning.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>Has information or research on political, social, economic, legal, and cultural issues.</i></p> <p><b>Evidence of Practice</b> <i>Is knowledgeable about state and federal rules and guidelines as they apply to learning in the school community.</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>Maintains appropriate research on political, social, economic, legal, and cultural issues.</i></p> <p><b>Evidence of Practice</b> <i>Creates general awareness among district leadership staff and Board members on the impact of political issues in the community.</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>Has updated and synthesized information or research on political, social, economic, legal, and cultural issues.</i></p> <p><b>Evidence of Practice</b> <i>Brings together various research and new learning to create better learning conditions throughout the district.</i></p> <p><b>Evidence of Impact</b> N/A</p>	<p><b>Evidence of Commitment</b> <i>Information or research provides evaluation on the political, social, economic, legal, and cultural issues.</i></p> <p><b>Evidence of Practice</b> <i>Continually conducts evaluation and monitoring to determine how broader state and federal guidelines apply to learning in their community.</i></p> <p><b>Evidence of Impact</b> N/A</p>

## Superintendent Growth Guide 6.2

### Standard 6: The Education System

#### Quality Indicator 2: Respond to the Larger Context

Emerging	Developing	Proficient	Distinguished
<p>6E2) The emerging superintendent ...</p> <p>Is aware of trends, issues and changes that impact the environment and learning opportunities of students.</p>	<p>6D2) The developing superintendent also...</p> <p>Communicates with members of the staff, School Board and community concerning trends, issues and changes that impact teaching and learning.</p>	<p>6P2) The proficient superintendent also...</p> <p>Engages in long-range planning with members of the staff, school board and community to address trends, issues and changes and that impact teaching and learning.</p>	<p>6S2) The distinguished superintendent also...</p> <p>Evaluates, modifies, and adapts long-range planning that result in improvements in teaching and learning.</p>
Professional Frames			
<p><b>Evidence of Commitment</b> <i>Maintains information on potential trends, issues and changes that could impact the environment to be communicated to the Board.</i></p> <p><b>Evidence of Practice</b> <i>Conducts demographic, socio-economic and other analysis as appropriate to determine potential positive and negative impacts on the district.</i></p> <p><b>Evidence of Impact</b> <i>Information about trends issues and changes positively impact learning opportunities for students.</i></p>	<p><b>Evidence of Commitment</b> <i>Gathers relevant information for consistent Board communication and correspondence.</i></p> <p><b>Evidence of Practice</b> <i>Conducts effective updates to Board members by communicating in ways that non-educators can understand.</i></p> <p><b>Evidence of Impact</b> <i>School board members receive relevant information about trends, issues and changes.</i></p>	<p><b>Evidence of Commitment</b> <i>Maintains information for Board communication and long-range planning.</i></p> <p><b>Evidence of Practice</b> <i>Conducts regular sessions with Board members on relevant issues and trends and engages in long-range planning.</i></p> <p><b>Evidence of Impact</b> <i>School board members receive effective communication and information and engage in long-range planning.</i></p>	<p><b>Evidence of Commitment</b> <i>Evaluates and documents any changes in communicating information and Board planning.</i></p> <p><b>Evidence of Practice</b> <i>Engages in evaluating the effectiveness of long-range planning to take full advantage of all possibilities to improve learning throughout the district.</i></p> <p><b>Evidence of Impact</b> <i>Long-range planning guides improvements in student learning.</i></p>

## Superintendent Growth Guide 6.3

### Standard 6: The Education System

#### Quality Indicator 3: Influence the Larger Context

Emerging	Developing	Proficient	Distinguished
<p>6E3) The emerging superintendent ...</p> <p>Is aware of policies, laws, and rules at local, state and federal levels that impact teaching and learning.</p>	<p>6D3) The developing superintendent also...</p> <p>Advocates for policies and resources at the local, state and federal levels that will create higher levels of teaching and result in higher levels of learning.</p>	<p>6P3) The proficient superintendent also...</p> <p>Designs and revises policies and evaluates resources at local, state and federal levels to positively impact teaching and learning.</p>	<p>6S3) The distinguished superintendent also...</p> <p>Modifies policies and proposes the use of resources at local, state and federal levels to ensure ongoing improvement of teaching and learning.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>Begins to gather local, state and federal policies and resources.</i></p> <p><b>Evidence of Practice</b> <i>Understands inequities in the education system in their district and studies local policies and resources to address them.</i></p> <p><b>Evidence of Impact</b> <i>There is equity of the educational experience for each student in the district.</i></p>	<p><b>Evidence of Commitment</b> <i>Policies support strategies for improving learning.</i></p> <p><b>Evidence of Practice</b> <i>Compares policies with existing inequities and advocates to better serve all student populations.</i></p> <p><b>Evidence of Impact</b> <i>Resources at local, state and federal levels ensure equity of the educational experience for each student in the district.</i></p>	<p><b>Evidence of Commitment</b> <i>Maintains documentation on revised policies and resources at the local, state and federal level.</i></p> <p><b>Evidence of Practice</b> <i>Guides revisions of policies, laws, rules and resources that enhance the educational experience for all students.</i></p> <p><b>Evidence of Impact</b> <i>Application of resources at local, state and federal levels ensure equity of the educational experience for each student in the district</i></p>	<p><b>Evidence of Commitment</b> <i>Evaluates and recommends to the Board policies and strategies for use of resources at the local, state and federal level</i></p> <p><b>Evidence of Practice</b> <i>Studies the impact of policies and the application of resources and adjusts as needed to increase their impact on student learning.</i></p> <p><b>Evidence of Impact</b> <i>Policies and resources improve the equity of the educational experience for each student in the district</i></p>

## Possible Sources of Evidence

### **Standard 6: The Education System**

Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

<b>Professional Commitment</b>			
<ul style="list-style-type: none"> <li>List of proposed school and community support for the district</li> <li>Inventory of resources available as potential solutions to school problems</li> <li>Examples of community resources addressing school issues</li> </ul>	<ul style="list-style-type: none"> <li>Structures and processes in place to evaluate community impact</li> <li>Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Collaboration strategies</li> <li>Outline of process used to engage community input and buy-in</li> <li>Example presentations to stakeholders</li> <li>Outreach/communications plan</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of on-going relationships with local businesses and community organizations</li> <li>Professional reading/research documentation related to issues impacting the district</li> </ul>
<b>Professional Practice</b>			
<ul style="list-style-type: none"> <li>Efforts to impact local, district, state and national decisions affecting teachers, students and staff in the district</li> <li>Collaborates with families to support student learning at home and school</li> <li>Analysis and assessment of emerging trends that impact the district</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of economic issues and their impact on the district</li> <li>Consistently builds and maintains relationships with local businesses and community organizations</li> <li>Maintains visibility and involvement throughout the state and district</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to work collaboratively with the Department (DESE)</li> <li>Actively involves families and community stakeholders in district celebrations</li> <li>Effective communication with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations</li> <li>Monitors outreach strategies to determine effectiveness and impact</li> <li>Advocates for students and families</li> </ul>
<b>Professional Impact</b>			
<ul style="list-style-type: none"> <li>Student, parent/family, staff, and community survey data</li> <li>Family, business and organization partnership data</li> <li>School policies related to emerging trends</li> <li>Data on services provided by local businesses and community agencies</li> </ul>	<ul style="list-style-type: none"> <li>Data on improvements in student learning as impacted by leadership strategies</li> <li>Examples of building positive relationships with key stakeholders</li> <li>Documentation of community interests and needs addressed through involvement and visibility</li> </ul>	<ul style="list-style-type: none"> <li>Data on family and community participation in school events</li> <li>Data on improved learning</li> <li>Student, staff, family and stakeholder structured interviews</li> <li>Focus group meetings</li> <li>List of ways in which staff and students have been involved district decisions</li> </ul>	<ul style="list-style-type: none"> <li>Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</li> <li>New practices that have been implemented as a result of district-wide decisions and policies</li> <li>Number and use of volunteers and district supporters</li> </ul>

## Superintendent Growth Guide 7.1

### **Standard 7: Professional Development**

Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

#### **Quality Indicator 1: Increase knowledge and skills based on best practices**

<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>7E1) The emerging superintendent...</p> <p>Gathers knowledge, skills, and best practices in order to improve personal performance.</p>	<p>7D1) The developing superintendent also...</p> <p>Gathers knowledge, skills, and best practices to grow professionally, address staff development and increase student learning.</p>	<p>7P1) The proficient superintendent also...</p> <p>Applies knowledge, skills, and best practices that result in increased personal growth, develops staff and increases student learning.</p>	<p>7S1) The distinguished superintendent also...</p> <p>Evaluates the impact of new knowledge, skills, and best practices on personal growth, development of staff, and increased student learning.</p>
<b>Professional Frames</b>			
<p><b>Evidence of Commitment</b> <i>Creates a professional growth plan to document appropriate knowledge, skills, and best practices.</i></p> <p><b>Evidence of Practice</b> <i>Reviews and researches appropriate knowledge, skills, and best practices to address needs in the district.</i></p> <p><b>Evidence of Impact</b> <i>Staff development and student learning needs are identified as they relate to the district CSIP.</i></p>	<p><b>Evidence of Commitment</b> <i>Professional growth plan reflects enhanced personal knowledge, skills and best practices.</i></p> <p><b>Evidence of Practice</b> <i>Uses research and new learning to develop professionally, to guide the growth of other staff, and to increase student learning.</i></p> <p><b>Evidence of Impact</b> <i>Student learning is impacted by the enhanced personal knowledge of the superintendent's new learning.</i></p>	<p><b>Evidence of Commitment</b> <i>Professional growth plan documents applied knowledge, skills, and best practices.</i></p> <p><b>Evidence of Practice</b> <i>Applied knowledge, skills, and best practices are used to further personal and staff development and expand student learning.</i></p> <p><b>Evidence of Impact</b> <i>Student learning is impacted by the application of the superintendent's new learning.</i></p>	<p><b>Evidence of Commitment</b> <i>Professional development plan reflects the evaluation of new knowledge, skills, and best practices</i></p> <p><b>Evidence of Practice</b> <i>Establishes strategies to evaluate the impact of new knowledge, skills, and best practices as used to grow staff and expand student learning.</i></p> <p><b>Evidence of Impact</b> <i>Student learning is impacted by the evaluation of the application and impact of the superintendent's new learning.</i></p>

## Possible Sources of Evidence

### **Standard 7: Professional Development**

**Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

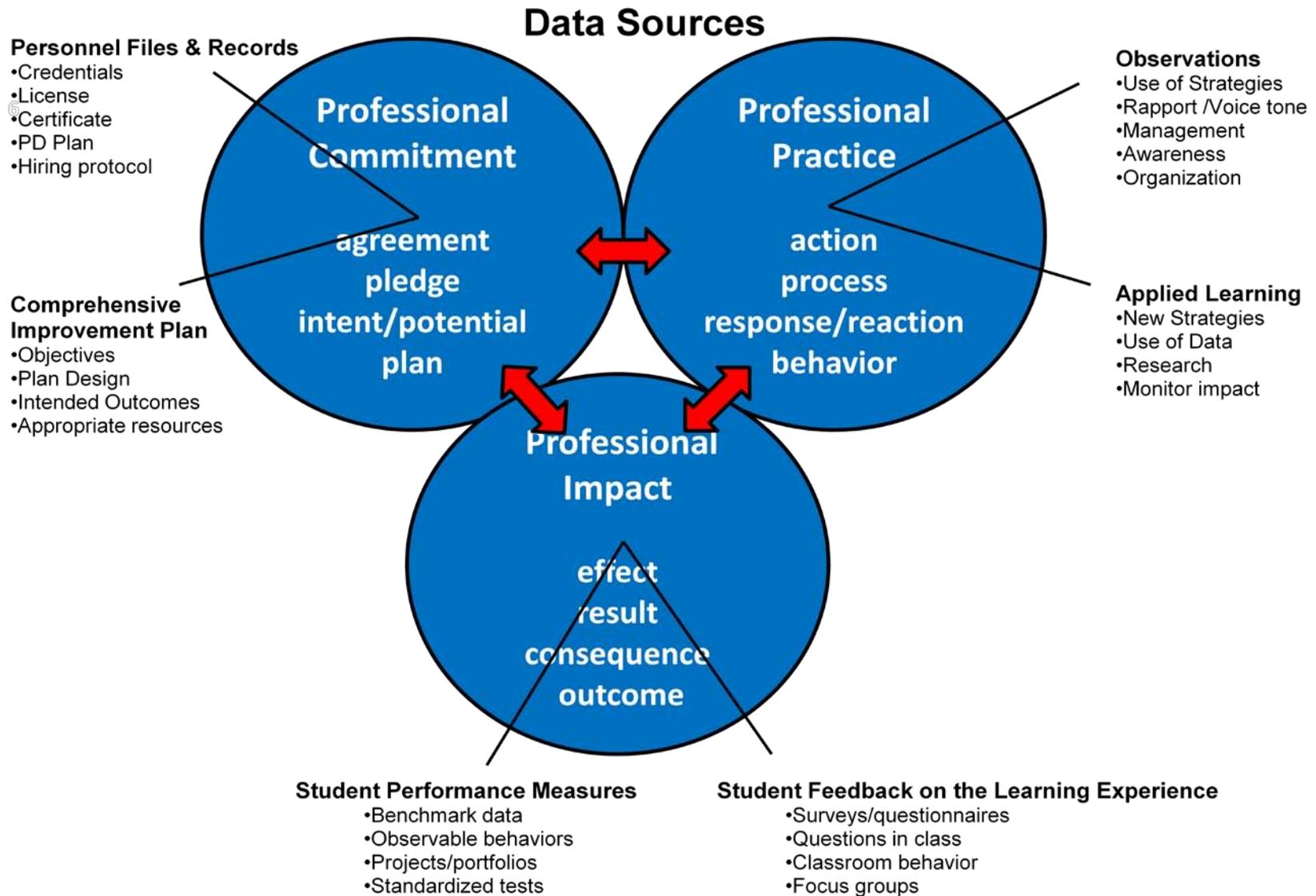
<b>Professional Commitment</b>			
<ul style="list-style-type: none"> <li>• Examples and research relevant to adult and student learning</li> <li>• Professional development budget and plan</li> <li>• Calendar of planned professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Summaries of professional development attended</li> <li>• Strategies for sharing new knowledge and skills</li> <li>• Student learning needs</li> <li>• Staff learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to use new knowledge and skills to increase principal and teacher capacity</li> <li>• Structures to promote collegiality, collaboration and cultural awareness</li> <li>• District improvement goals/School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development presentations and materials</li> <li>• Professional Growth Plans</li> <li>• Outreach/communication examples</li> </ul>
<b>Professional Practice</b>			
<ul style="list-style-type: none"> <li>• Recognizes and communicates internally and externally for students to learn at higher levels, adults in the building must learn at higher levels</li> <li>• Modeling the application of new learning.</li> <li>• Evaluates the effectiveness of new knowledge/skills to address staff and student needs</li> <li>• Shares new learning and skills in a collaborative culture</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that the conditions necessary for professional learning are in place</li> <li>• Develop capacity for learning and leading</li> <li>• Align professional learning to classroom, school, and school system goals</li> <li>• Models and shares technology and media communication tools to enhance student learning</li> <li>• Advocates for professional learning for all</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates and/or coach those who facilitate professional learning</li> <li>• Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust.</li> <li>• Uses data to monitor and measures the effect of professional learning on educator and student performance.</li> <li>• Encourages principals and teachers to take risks</li> <li>• Cultivates shared leadership for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals.</li> <li>• Holds themselves and others accountable for the quality and results of professional learning</li> <li>• Serves as a resource for building student literacy skills</li> </ul>
<b>Professional Impact</b>			
<ul style="list-style-type: none"> <li>• Educator evaluation results</li> <li>• Professional Growth Plan results</li> <li>• Examples of applied knowledge, skills and best practice</li> <li>• Student achievement/performance results</li> <li>• Walk-through data</li> <li>• Professional Development Plan evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Trend data</li> <li>• Impact data that demonstrates changes in practice</li> <li>• Observation data</li> <li>• Non-instructional records of individual student progress</li> <li>• Survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Student improvement data tied to change in teacher practice</li> <li>• Documentation of change in principal and teacher practice</li> <li>• Data tracking appropriate use of technology and media communication tools</li> <li>• Data showing increased parent and community support for PD</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assistance/coaching data</li> <li>• Student progress reports</li> <li>• Staff survey</li> <li>• Principal /Teacher/student feedback data</li> <li>• New policies and procedures (showing greater support for professional learning)</li> </ul>



# Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

# Professional Frames of the Superintendent



## Possible Sources of Evidence

### **Standard 1: Vision, Mission and Goals**

**Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.**

<b>Professional Commitment</b>		
<ul style="list-style-type: none"> <li>• Comprehensive School Improvement Plan</li> <li>• Documentation of collaborative structures and processes in place for stakeholder engagement</li> <li>• Historical data</li> <li>• Posted vision, mission, and goals</li> <li>• Stakeholder meeting agendas and notes</li> <li>• Stakeholder surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Communication plan</li> <li>• Sample updates to stakeholders on progress made toward building goals</li> <li>• Outreach plan</li> <li>• Documentation on revisions made to mission, vision and goals</li> <li>• Impact data on revisions</li> </ul>	<ul style="list-style-type: none"> <li>• List of participating stakeholders</li> <li>• Sample newsletters, memos, articles, etc.</li> <li>• School website</li> <li>• Data used to make revisions, determine goals and priority areas</li> <li>• Improvement efforts toward vision, mission, and goals</li> </ul>
<b>Professional Practice</b>		
<ul style="list-style-type: none"> <li>• Engages all stakeholders in the creation of a shared educational vision</li> <li>• Leads and implements a process for developing a shared vision and strategic goals in student achievement</li> <li>• Forges stakeholder consensus for district improvement</li> <li>• Create with stakeholders a vision for the school</li> <li>• Designs and implements a collaborative process to collect and analyze data about the school's progress</li> <li>• Creates and implements a protocol for the systematic review and revision of the vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>• Implements a district-wide instructional vision with input from a broad representation of stakeholders</li> <li>• Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making.</li> <li>• Maintains a focus on the vision and strategic goals throughout the year</li> <li>• Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of means to communicate goals to stakeholders</li> <li>• Ensures that the mission and vision is visible and known by teachers, students and staff</li> <li>• Uses feedback from stakeholders to improve school performance</li> <li>• Ensures that the district's identity (vision, mission, values and goals) drives decisions and informs the culture</li> </ul>
<b>Professional Impact</b>		
<ul style="list-style-type: none"> <li>• Survey results</li> <li>• Revision of Vision and goal statements</li> <li>• Stakeholder list</li> <li>• Documentation of progress</li> <li>• Focus group interviews</li> <li>• Classroom observations</li> <li>• District and Building Professional Development Plan</li> </ul>	<ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> <li>• Academic records of individual student progress</li> <li>• Student completion data on homework/projects</li> <li>• Performance assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Structured interviews with students, staff, parents, guardians, and community stakeholders</li> <li>• Example of data-driven decisions to document progress and/or to determine school goals and priority areas</li> <li>• Student and/or parent survey results</li> <li>• Parent/community attendance at school functions</li> </ul>

## Possible Sources of Evidence

### Standard 2: Teaching and Learning

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Examples of Student, staff, and parent culture/climate surveys</li> <li>• Focus group interview questions</li> <li>• Descriptive feedback on culture</li> <li>• Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc.</li> <li>• Student, parent and staff handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.)</li> <li>• Newsletters</li> <li>• Internal/external communication structures (website, memos, social-media, etc.)</li> <li>• List of strategies and procedures related to professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• Structures in place to promote collegiality, collaboration, and cultural awareness</li> <li>• Culture and profile data</li> <li>• Research on effective practices (journals, articles, etc.)</li> <li>• Inventory of curricular materials</li> <li>• Assessment of diverse needs of students</li> <li>• Posted student work, behavioral norms/class procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Records/files of meetings and activities of the Professional Development Committee</li> <li>• Time management strategies and plan</li> <li>• Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts</li> <li>• Academic guidelines</li> <li>• Technology plan</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Ensures that policies and practices respect a culturally diverse environment.</li> <li>• Ensures that all principals promote effective and rigorous standards-based units of instruction.</li> <li>• Ensures that professional growth plans focus on learning for staff that is focused on improving student performance</li> <li>• Leads celebrations for student, schools, and district-wide successes</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction</li> <li>• Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners</li> <li>• Uses district meetings as collaborative opportunities for principals and teachers to share strategies and best-practices</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that all principals promote a variety of formal and informal methods of assessments to measure student learning, growth and understanding</li> <li>• Ensures that principals work collaboratively with their Professional Development Committee to evaluate professional learning and its impact on student performance</li> <li>• Reads and shares research</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters on-going coaching and training that builds classroom proficiency</li> <li>• Provides time and opportunities for individual/team/and whole staff professional learning</li> <li>• Promotes the use of effective and appropriate technology to support student learning</li> <li>• Uses peer observations to monitor collective implementation of instructional strategies</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Examples of professional learning impacting student learning</li> <li>• Documented changes and improvement of instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation data/feedback</li> <li>• Data confirming technology use</li> <li>• Professional growth plans data</li> </ul>	<ul style="list-style-type: none"> <li>• Survey data; focus group data</li> <li>• PDC Plan evaluation</li> <li>• Student Performance Impact data</li> </ul>	<ul style="list-style-type: none"> <li>• Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)</li> </ul>

## Possible Sources of Evidence

### Standard 3: Management of Organizational Systems

Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Educator profiles</li> <li>• Educator evaluation process documents</li> <li>• Inventory of available resources</li> <li>• Strategies to determine management effectiveness</li> <li>• Staff, student, parent surveys</li> <li>• Conflict resolution protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of planned performance reviews for staff</li> <li>• Master school schedule documenting individual and collaborative planning times</li> <li>• <b>Building staffing plans/ process and protocols</b></li> <li>• RTI plans and models</li> </ul>	<ul style="list-style-type: none"> <li>• Description of the structures in place to promote collegiality, collaboration, and cultural awareness.</li> <li>• Procedures for reporting, investigating, and resolving incidents of bullying, harassment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Structures and procedures for formal/informal communications</li> <li>• Structures and procedures for collaborative planning and review (School Safety Plans, Crisis Plans, etc.)</li> <li>• <b>Examples of consensus building activities</b></li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Ensures effective and timely staff supervision and evaluation</li> <li>• Makes frequent visits to buildings and gives targeted constructive feedback</li> <li>• Uses multiple sources of student performance data to assess educator effectiveness</li> <li>• Develops /manages a budget that supports the district's vision, mission, and goals.</li> <li>• Practices distributive leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, and emotional/social needs of students.</li> <li>• Recruits and develops a leadership team with a balance of skills</li> <li>• Orchestrates and ensures orderly student entry, dismissal, meals, class transitions, and recesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Manages bureaucratic, contractual, and legal issues efficiently and effectively.</li> <li>• Promotes transparent communication between all stakeholders</li> <li>• Utilizes a time management system to deal with email, paperwork, and administrative chores</li> <li>• Implements policies and procedures for the equitable allocation of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a schedule that provides meeting times for grade level/content area teams</li> <li>• <b>Ensures that teachers and principals have the resources and support necessary to grow professionally</b></li> <li>• Routinely schedules time and opportunities for individual/team/ and whole staff collaboration and learning</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• List of resource allocation</li> <li>• Documentation of school advisory, guidance, and health programs</li> <li>• Parent, student, staff handbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Building budget/resource allocation</li> <li>• Survey results</li> <li>• Documentation of principal/teacher-led meetings/committees</li> <li>• Feedback and follow-up with staff</li> </ul>	<ul style="list-style-type: none"> <li>• School crisis plan</li> <li>• Fire and disaster drill records</li> <li>• <b>Data showing that tenure and retention decisions are based on clear assessments of effectiveness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of collaborative planning time leading to improved professional practice and student learning</li> <li>• <b>Educator performance results</b></li> </ul>

Teacher Induction and Development
Professional Commitment
<ul style="list-style-type: none"> <li>• Induction/mentoring support and training plan</li> <li>• Mentoring standards</li> <li>• Structures and procedures in place for effective coaching, mentoring and educator development</li> <li>• Resource allocation (time, materials, fiscal investment)</li> </ul>
Professional Practice
<ul style="list-style-type: none"> <li>• Data on a cohesive approach to recruitment, hiring, induction, development, and career growth</li> <li>• Recruits and hires effective teachers</li> </ul>
Professional Impact
<ul style="list-style-type: none"> <li>• Teacher retention</li> <li>• New Teacher Survey</li> <li>• Teacher interviews</li> <li>• Teacher evaluation results</li> <li>• Student performance data</li> <li>• Student/Parent Surveys</li> </ul>

## Possible Sources of Evidence

### **Standard 4: Collaboration with Families and Stakeholders**

Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<b>Professional Commitment</b>			
<ul style="list-style-type: none"> <li>List of proposed school and community collaboration</li> <li>Inventory of resources available as potential solutions to school problems</li> <li>Examples of community resources addressing school issues</li> </ul>	<ul style="list-style-type: none"> <li>Structures and processes in place to evaluate community impact</li> <li>Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li>Family, community, and school partnership plan</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration strategies</li> <li>Outline of process used to engage community input and buy-in</li> <li>Example presentations to stakeholders</li> <li>Outreach/communications plan</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of on-going relationships with local businesses and community organizations</li> <li>Professional reading/research documentation</li> <li>Surveys</li> </ul>
<b>Professional Practice</b>			
<ul style="list-style-type: none"> <li>Ensures that families are welcome members of the district community and can contribute to the overall effectiveness.</li> <li>Collaborates with families to support student learning at home and school</li> <li>Engages in regular two-way culturally proficient communication with families about student learning</li> </ul>	<ul style="list-style-type: none"> <li>Addresses family concerns in an equitable, effective and efficient manner</li> <li>Consistently builds and maintains relationships with local businesses and community organizations</li> <li>Maintains visibility and involvement throughout the district and community events</li> </ul>	<ul style="list-style-type: none"> <li>Reaches out to staff, students, parents, and external partners for feedback and help</li> <li>Actively involves families and community stakeholders in district celebrations</li> <li>Utilizes district resources appropriately to support identified areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations</li> <li>Monitors outreach strategies to determine effectiveness and impact</li> </ul>
<b>Professional Impact</b>			
<ul style="list-style-type: none"> <li>Student, parent/family, staff, and community survey data</li> <li>Family, business and organization partnership data</li> <li>School policies related to cultural proficiency</li> <li>Data on services provided by local businesses and community agencies</li> </ul>	<ul style="list-style-type: none"> <li>Data on improvements in student learning as impacted by community resources</li> <li>Examples of building positive relationships with key stakeholders</li> <li>Documentation of community interests and needs addressed through involvement and visibility</li> <li>Multi-lingual newsletters/memos</li> </ul>	<ul style="list-style-type: none"> <li>Data on family and community participation in school events</li> <li>Examples of family/community involvement in school celebrations</li> <li>Student, staff, family and stakeholder structured interviews</li> <li>Focus group meetings</li> <li>List of ways in which staff and students have been involved in community events.</li> </ul>	<ul style="list-style-type: none"> <li>Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</li> <li>New practices that have been implemented as a result of school/community partnerships</li> <li>Number and use of volunteers and district supporters</li> </ul>

## Possible Sources of Evidence

### Standard 5: Ethics and Integrity

Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Sample policies and procedures that demonstrate fairness and respect</li> <li>• Documented process for evaluating district culture</li> <li>• Examples of clear, honest and respectful communications</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality procedures</li> <li>• Strategies to ensure that student needs inform all aspects of schooling</li> <li>• Collaborative structures to revise handbooks and codes of conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Structured interview questions</li> <li>• Collaborative process to address school issues and problems</li> <li>• Feedback forms</li> <li>• Example communications to families</li> </ul>	<ul style="list-style-type: none"> <li>• Educator evaluation forms/process</li> <li>• Examples of education advocacy</li> <li>• Structures and procedures for evaluating moral and legal consequences of decisions</li> <li>• Handbook and Codes of Conduct</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Reflects on his/her own effectiveness in regards to ethical behavior</li> <li>• Maintains a school code of conduct promoting fairness and respect for all</li> <li>• Models ethical behavior that promotes a culture of professionalism</li> <li>• Serve as a respectful spokesperson for students and families throughout the district</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains confidentiality</li> <li>• Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders</li> <li>• Promotes a learning environment that is focused on the well-being and growth of students</li> <li>• Develops, implements, and evaluates district policies and procedures that support democratic values, equity, and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Protects the constitutional or civil rights of students, parents or guardians , and staff</li> <li>• Safeguards public funds and property</li> <li>• Makes unbiased decisions based on data and focused on what is best for students</li> <li>• Ensures that collaborative processes are honest, objective, and fair</li> <li>• Identifies emerging trends and issues likely to affect the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the resilience to uphold core values and persist in the face of adversity.</li> <li>• Creates an infrastructure that helps to monitor and ensure equitable practices</li> <li>• Analyzes leadership decisions in terms of established ethical practices.</li> <li>• Advocates for school policies and programs that promote equitable learning opportunities for all students.</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Examples of ethical and honest behaviors in staff</li> <li>• Evaluation data on the moral/ethical/legal consequences of decisions</li> <li>• Revised Handbook and Codes of Conduct</li> <li>• Modeling examples of ethical behavior, reflective practice, transparency and honesty</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/community outreach communication examples</li> <li>• Survey data</li> <li>• Examples of advocacy behaviors on behalf of children, families, and caregivers.</li> <li>• Focus group feedback results</li> <li>• Feedback form results</li> </ul>	<ul style="list-style-type: none"> <li>• Documented use of language demonstrating respect when addressing staff, students, and families</li> <li>• Reflection journals data</li> <li>• Discipline referral reports</li> <li>• District climate survey results</li> <li>• District policy evaluation results</li> </ul>	<ul style="list-style-type: none"> <li>• Documented antidotal information</li> <li>• School culture</li> </ul>

## Possible Sources of Evidence

### Standard 6: The Education System

Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Professional Commitment			
<ul style="list-style-type: none"> <li>List of proposed school and community support for the district</li> <li>Inventory of resources available as potential solutions to school problems</li> <li>Examples of community resources addressing school issues</li> </ul>	<ul style="list-style-type: none"> <li>Structures and processes in place to evaluate community impact</li> <li>Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Collaboration strategies</li> <li>Outline of process used to engage community input and buy-in</li> <li>Example presentations to stakeholders</li> <li>Outreach/communications plan</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of on-going relationships with local businesses and community organizations</li> <li>Professional reading/research documentation related to issues impacting the district</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>Efforts to impact local, district, state and national decisions affecting teachers, students and staff in the district</li> <li>Collaborates with families to support student learning at home and school</li> <li>Analysis and assessment of emerging trends that impact the district</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of economic issues and their impact on the district</li> <li>Consistently builds and maintains relationships with local businesses and community organizations</li> <li>Maintains visibility and involvement throughout the state and district</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to work collaboratively with the Department (DESE)</li> <li>Actively involves families and community stakeholders in district celebrations</li> <li>Effective communication with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations</li> <li>Monitors outreach strategies to determine effectiveness and impact</li> <li>Advocates for students and families</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>Student, parent/family, staff, and community survey data</li> <li>Family, business and organization partnership data</li> <li>School policies related to emerging trends</li> <li>Data on services provided by local businesses and community agencies</li> </ul>	<ul style="list-style-type: none"> <li>Data on improvements in student learning as impacted by leadership strategies</li> <li>Examples of building positive relationships with key stakeholders</li> <li>Documentation of community interests and needs addressed through involvement and visibility</li> </ul>	<ul style="list-style-type: none"> <li>Data on family and community participation in school events</li> <li>Data on improved learning</li> <li>Student, staff, family and stakeholder structured interviews</li> <li>Focus group meetings</li> <li>List of ways in which staff and students have been involved district decisions</li> </ul>	<ul style="list-style-type: none"> <li>Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</li> <li>New practices that have been implemented as a result of district-wide decisions and policies</li> <li>Number and use of volunteers and district supporters</li> </ul>

## Possible Sources of Evidence

### Standard 7: Professional Development

Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Professional Commitment			
<ul style="list-style-type: none"> <li>• Examples and research relevant to adult and student learning</li> <li>• Professional development budget and plan</li> <li>• Calendar of planned professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Summaries of professional development attended</li> <li>• Strategies for sharing new knowledge and skills</li> <li>• Student learning needs</li> <li>• Staff learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to use new knowledge and skills to increase principal and teacher capacity</li> <li>• Structures to promote collegiality, collaboration and cultural awareness</li> <li>• District improvement goals/School Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development presentations and materials</li> <li>• Professional Growth Plans</li> <li>• Outreach/communication examples</li> </ul>
Professional Practice			
<ul style="list-style-type: none"> <li>• Recognizes and communicates internally and externally for students to learn at higher levels, adults in the building must learn at higher levels</li> <li>• Modeling the application of new learning.</li> <li>• Evaluates the effectiveness of new knowledge/skills to address staff and student needs</li> <li>• Shares new learning and skills in a collaborative culture</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that the conditions necessary for professional learning are in place</li> <li>• Develop capacity for learning and leading</li> <li>• Align professional learning to classroom, school, and school system goals</li> <li>• Models and shares technology and media communication tools to enhance student learning</li> <li>• Advocates for professional learning for all</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates and/or coach those who facilitate professional learning</li> <li>• Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust.</li> <li>• Uses data to monitor and measures the effect of professional learning on educator and student performance.</li> <li>• Encourages principals and teachers to take risks</li> <li>• Cultivates shared leadership for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals.</li> <li>• Holds themselves and others accountable for the quality and results of professional learning</li> <li>• Serves as a resource for building student literacy skills</li> </ul>
Professional Impact			
<ul style="list-style-type: none"> <li>• Educator evaluation results</li> <li>• Professional Growth Plan results</li> <li>• Examples of applied knowledge, skills and best practice</li> <li>• Student achievement/performance results</li> <li>• Walk-through data</li> <li>• Professional Development Plan evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Trend data</li> <li>• Impact data that demonstrates changes in practice</li> <li>• Observation data</li> <li>• Non-instructional records of individual student progress</li> <li>• Survey results</li> </ul>	<ul style="list-style-type: none"> <li>• Student improvement data tied to change in teacher practice</li> <li>• Documentation of change in principal and teacher practice</li> <li>• Data tracking appropriate use of technology and media communication tools</li> <li>• Data showing increased parent and community support for PD</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assistance/coaching data</li> <li>• Student progress reports</li> <li>• Staff survey</li> <li>• Principal /Teacher/student feedback data</li> <li>• New policies and procedures (showing greater support for professional learning)</li> </ul>



# Form A-1

MISSOURI'S EDUCATOR EVALUATION SYSTEM

**Form A-1: Superintendent Evaluation Tool**

This Form is used in conjunction with the Comprehensive School Improvement Plan (CSIP) and the Superintendent’s Professional Development Plan.

**Evaluation Indicators – The Superintendent is a district leader who engages in actions that provide a quality educational and instructional program that positively impacts student learning**

<input type="checkbox"/> 1.1 Establish the vision, mission and goals <input type="checkbox"/> 1.2 Implement the vision, mission and goals <input type="checkbox"/> 2.1 Promote positive culture in the district <input type="checkbox"/> 2.2 Provide effective instructional programs <input type="checkbox"/> 2.3 Ensure continuous professional learning <input type="checkbox"/> 3.1 Manage the organizational structure <input type="checkbox"/> 3.2 Lead personnel <input type="checkbox"/> 3.3 Manage resources	<input type="checkbox"/> 4.1 Collaborate with families and other community members <input type="checkbox"/> 4.2 Respond to community interests and needs <input type="checkbox"/> 4.3 Mobilize community resources <input type="checkbox"/> 5.1 Personal and professional responsibility <input type="checkbox"/> 6.1 Understand the larger context <input type="checkbox"/> 6.2 Respond to the larger context <input type="checkbox"/> 6.3 Influence the larger context <input type="checkbox"/> 7.1 Increase knowledge and skills based on best practices
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**To be completed by the Superintendent.**

District Goals and Strategies	CSIP Goal #	Indicators of Success	Target Date	Date Achieved

**Narrative (Self-Evaluation):** when possible, please evidence your self-evaluation with examples drawn from CSIP strategies, objectives, or goals.

**To be completed by the Board Member.**

<b>Professional Commitment Rating: (Check One)</b>	<input type="checkbox"/> Ineffective	<input type="checkbox"/> Minimally Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
<b>Narrative (Board Member evaluation):</b>				

\_\_\_\_\_  
**Superintendent’s Signature/Date**

\_\_\_\_\_  
**Board Member’s Signature/Date**

\*A rating of “Ineffective” or “Minimally Effective” must be explained in the narrative and preceded by efforts to improve as identified in the Superintendent’s Professional Development Plan.



# Summative Report

MISSOURI'S EDUCATOR EVALUATION SYSTEM

**Performance Based Superintendent Evaluation SUMMATIVE Report**

Directions: To be used by the Board President and Board members to reach consensus based on individual Board member responses.

<b>Education Leadership Policy Standard</b>	<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>	<b>Consensus</b>
<b><u>INDICATOR #1</u></b> –					
<b><u>INDICATOR #2</u></b> –					
<b><u>INDICATOR #3</u></b> –					

Signatures indicate the document has been reviewed and discussed with the Superintendent.

\_\_\_\_\_  
**Superintendent's Signature/Date**

\_\_\_\_\_  
**Board President's Signature/Date**



# Timeline

MISSOURI'S EDUCATOR EVALUATION SYSTEM

### Steps and Timeline for completion of the Superintendent Evaluation Protocol

Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
<b>Title and Description Of Step</b>	<b>Identify indicators to be assessed</b>	<b>Determine baseline performance</b>	<b>Develop a plan for growth</b>	<b>Regularly assess progress on the intended growth</b>	<b>Determine follow-up performance</b>	<b>Status and growth determines overall rating</b>	<b>Monitor the impact of improved practice on student performance</b>
	<i>Select indicators to be assessed based on CSIP, previous year's Growth Plan (if applicable), and student and/or teacher performance data.</i>	<i>Conduct an baseline assessment of identified indicators and identify areas of strength and opportunities for growth.</i>	<i>Based on the opportunities for growth and the baseline assessment, determine an appropriate area(s) for growth that include the practice and application of new knowledge and skills.</i>	<i>Seek feedback on progress based on the evidence of appropriate growth guides.  Use the appropriate growth guides, possible sources of evidence, and repeated opportunities for practice.  Seek targeted feedback on areas of strength and opportunities for growth.</i>	<i>Conduct a final assessment of identified indicators. Determine overall progress on the growth plan as evidenced by the appropriate growth guides.</i>	<i>Determine the final status and growth score to inform employment determination. Act on the final determination.</i>	<i>Continue to monitor student growth and reflect on the impact of improved effective practice.  Reflect on progress on growth opportunities.  Indicators for next year may be selected based on local student data and the results of the evaluation process.</i>
<b>Forms</b>	<b>A - 1</b>	<b>Growth Guides</b>	<b>A - 1</b>	<b>Growth Guides &amp; Possible Sources of Evidence</b>	<b>Growth Guides</b>	<b>A – 1/ Summative</b>	<b>Growth Guides</b>
<b>Timeline: 1<sup>st</sup> year Supt</b>	<b>July - Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>November through December</b>		<b>Jan - Feb</b>	<b>Feb - June</b>
<b>Timeline: Returning Supt</b>	<b>April –June</b>	<b>Aug - Oct</b>	<b>November through December</b>			<b>Jan - Feb</b>	<b>Feb - April</b>



# Standards and Quality Indicators

MISSOURI'S EDUCATOR EVALUATION SYSTEM

## Introduction

The Missouri Superintendent Standards convey the expectations of performance for professional superintendents in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize an education leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. **Thus these standards recognize that superintendents continuously develop knowledge and skills.** Therefore the Missouri Superintendent Standards employ a developmental sequence to define a professional continuum that illustrates how their knowledge and skills mature and strengthen throughout their career. Professionals in school superintendent positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

## **Standard #1 Vision, Mission, and Goals**

**Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Quality Indicator 1: Establish the Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

## **Standard #2 Teaching and Learning**

**Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.**

Quality Indicator 1: Promote Positive Culture in the District

Quality Indicator 2: Provide Effective Instructional Programs

Quality Indicator 3: Ensure Continuous Professional Learning

## **Standard #3 Management of Organizational Systems**

**Superintendents have the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.**

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Lead Personnel

Quality Indicator 3: Manage Resources

**Standard #4 Collaboration with Families and Stakeholders**

**Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

**Standard #5 Ethics and Integrity**

**Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.**

Quality Indicator 1: Personal and Professional Responsibility

**Standard #6 The Education System**

**Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.**

Quality Indicator 1: Understanding the Larger Context

Quality Indicator 2: Respond to the Larger Context

Quality Indicator 3: Influence the Larger Context

**Standard #7 Professional Development**

**Superintendents remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

Quality Indicator 1: Increase knowledge and skills based on best practices

**The Professional Continuum of the Missouri Superintendent:** The following descriptions apply to all indicators found in the standards:

<p><b>Candidate:</b> #C#) This level describes the performance expected of a potential superintendent enrolled in an approved education administration program at a college, university, or state-approved alternate pathway. Content knowledge and leadership skills are being developed through a progression of planned and supervised clinical experiences.</p>	<p><b>Emerging Superintendent:</b> #N#) This level describes the performance expected of a new superintendent as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.</p>	<p><b>Developing Superintendent:</b> #D#) This level describes the performance expected of a superintendent early in their assignment as the leadership content, knowledge and skills that he/she possesses continue to develop by encounters with new experiences and expectations in classrooms, schools, and throughout the district, and community as they continue to advance student growth and achievement.</p>	<p><b>Proficient Superintendent:</b> #P#) This level describes the performance expected of a career, professional superintendent who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.</p>	<p><b>Distinguished Superintendent</b> #S#) This level describes the career, professional superintendent whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished superintendent is not only a leader in the district, but also the broader professional community.</p>
<p><b>Indicator Terminology</b></p> <ul style="list-style-type: none"> <li>• Has knowledge of</li> <li>• Demonstrate understanding</li> <li>• Recognize</li> </ul>	<p><b>Indicator Terminology</b></p> <ul style="list-style-type: none"> <li>• Apply / Implement</li> <li>• Identify</li> <li>• Learn about</li> <li>• Review</li> <li>• Explore</li> <li>• Support existing</li> <li>• Demonstrate</li> </ul>	<p><b>Indicator Terminology</b></p> <ul style="list-style-type: none"> <li>• Collaboratively identify</li> <li>• Operationalize</li> <li>• Monitor / Analyze</li> <li>• Promote</li> <li>• Build / Create</li> <li>• Implement / Use</li> <li>• Maintain</li> </ul>	<p><b>Indicator Terminology</b></p> <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Monitor / Analyze</li> <li>• Evaluate / Modify</li> <li>• Institute</li> <li>• Identify</li> <li>• Act on</li> <li>• Develop</li> </ul>	<p><b>Indicator Terminology</b></p> <ul style="list-style-type: none"> <li>• Evaluate / Modify</li> <li>• Continuously monitor</li> <li>• Conduct</li> <li>• Have systems</li> <li>• Sustain</li> <li>• Determine / Utilize</li> <li>• Model</li> </ul>
<p><b>Data Points established for each level of the Professional Continuum help define or give meaning to the Indicator Terminology</b></p>				

**Coding of Standards:**

First Number = the # of the standard

Second letter = the developmental category of the teacher (C= Candidate; N=New; D=Developing; P=Proficient; S=Distinguished)

Third Number = the sequential Quality Indicator for the leadership component in that standard

[Example 3D4 = Standard 3; Developing Leader; Quality Indicator 4]



# Job Description

MISSOURI'S EDUCATOR EVALUATION SYSTEM

## Suggested Job Description

This job description is provided as a model. It is meant as a starting point for districts developing a comprehensive job description for the superintendent. While those duties listed as *essential* will vary only slightly from district to district, there may be significant differences in areas such as supervisory duties. This document should be modified to meet the needs of individual districts.

**Job Title:** Superintendent of Schools

**Department:** Administration

**Reports to:** Board of Education

**Classification:** Exempt

### Summary

The Superintendent is responsible for the day to day operation of the district in accordance with Board policy and the district's Comprehensive School Improvement Plan. The Superintendent provides information and recommendations to the Board and serves as the liaison between the Board and the public.

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

### Essential Duties and Responsibilities

An individual who holds this position is required to perform the following essential duties and responsibilities. (Essential duties and responsibilities have been organized by work area).

### Student Performance

- Serve as the instructional leader for the district
- Facilitate curriculum design and implementation and alignment based on research, applied theory and best practices
- Ensure the district is accredited pursuant to the Missouri accreditation process
- Promote student achievement as the primary focus of all district staff

### **Highly Qualified Staff**

- Direct hiring, assignment and training of staff
- Direct a performance-based evaluation program for all staff
- Hear staff complaints and grievances
- Commit to ongoing personal and professional development
- Participate in a standards-based performance evaluation at least annually
- Act in accordance with a code of ethics appropriate to the position

### **Facilities, Support and Instructional Resources**

- Manage the financial affairs of the district and provide the Board with financial reports monthly or as requested
- Advise the Board on matters of finance, policy, facilities and personnel
- Maintain district records
- Submit all reports and data required by state and federal law
- Maintain facilities that are safe, adequate, efficient and conducive to learning
- Direct the acquisition of instructional materials, supplies and other equipment necessary for effective instruction

### **Parent and Community Involvement**

- Represent the school district at local events
- Serve as an advocate for the district to the public and state lawmakers
- Build and maintain relationships with community leaders, local government officials and civic organizations
- Serve as the district liaison with law enforcement, first responders and other emergency agencies and personnel

### **Governance**

- Facilitate and attend Board meetings
- Provides Suggested Job Description

- Develop agendas for Board meetings in consultation with the Board president and provide Board members necessary information in advance of all meetings
- Delegate duties to members of the administrative team as appropriate
- Implement the district's strategic plan
- Implement Board policy through written administrative procedures

### **Supervisory Duties**

The Superintendent has supervisory responsibility over all district staff and immediate supervisory responsibility for the following positions:

- Assistant Superintendents
- Director of Human Resources
- Director of Elementary Education
- Director of Secondary Education
- Director of Special Education
- Director of Transportation
- Facilities Director
- Chief Financial Officer
- Chief Operating Officer
- Chief Communications Officer
- Principal
- Administrative Assistant to the Superintendent

### **Qualifications**

#### **Education**

- Specialist degree or higher in educational administration

#### **Certificates, Licenses, Registrations**

- Valid Missouri superintendent certificate
- *The skills and abilities listed below are representative of the knowledge, skills and abilities required and are rooted in national standards.*

### **Skills and Abilities**

#### **Interpersonal Skills**

This position requires strong interpersonal skills including the ability to:

- Maintain collegial working relationships with staff and members of the Board of Education

- Maintain a positive relationship with members of the community
- Effectively manage conflict
- Motivate staff, students and community members
- Initiate, manage and evaluate the change process

### **Language**

This position requires strong written and verbal communication skills. The individual who holds this position must:

- Have sufficient reading skills to interpret educational, scientific and technical journal articles, financial reports and Board policy, governmental regulation and guidance and legal documents.
- Have listening skills sufficient to receive inquiries and complaints and respond appropriately
- Be able to make effective presentations to the Board, staff and community

### **Computation**

Ability to do basic mathematic calculations and apply concepts such as fractions, percentages, ratios and proportions to practical situations

### **Reasoning**

Ability to:

- Define problems, collect data, verify facts, make valid conclusions and deal with abstract concepts
- Use appropriate problem-solving techniques

### **Analysis**

Ability to use data to assess, plan and design systems and programs

### **Technology**

Ability to:

- Use computers and portable electronic devices.
- Enhance productivity and learning opportunities through technology.
- *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable*

*accommodations may be made to enable individuals with disabilities to perform essential functions.*

**Attendance**

Regular and consistent attendance is an essential function of this position.

*The work conditions and environment described here are representative of those that an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.*

**Conditions and Environment**

The work environment is consistent with a typical office environment.

Rarely, an individual who holds this position must work outside in rain and snow and temperatures above 100 degrees and below freezing.



# Statutory Responsibilities

MISSOURI'S EDUCATOR EVALUATION SYSTEM

**Statutory Responsibilities**

<b>Superintendent Responsibility Chart</b>			
<b>Missouri State Law</b>			
<b>Statute/Regulation</b>	<b>Work Area</b>	<b>Responsibility</b>	<b>Delegated To</b>
160.261		<ol style="list-style-type: none"> <li>1. Modify mandatory suspensions for weapons possession</li> <li>2. Receive reports of allegations of child abuse by district staff</li> <li>3. Jointly investigate reports of abuse based on spanking or harassment with juvenile and report to the board and Children's Division (CD)</li> <li>4. Refer allegations of abuse by staff that are not associated with spanking or harassment to CD</li> </ol>	
160.410		Receive reports of charter school studies by DESE	
160.480	PC	Provide district resources in case of a community emergency if authorized in policy	
161.235	PC	Authorize the use of district facilities for suicide prevention programs operated by 501(c)3 organizations applying for a grant	
161.504	PC	File a joint application with law enforcement for drug-free schools program	
162.553(Urban)	SP	Select committee members for ad hoc dropout prevention committee	
167.020		Convene a hearing to determine if a student requesting a waiver is an immediate danger	
167.101		Administer oaths and take affidavits from parents concerning the age of their children	
167.111	SP	Enforce the compulsory attendance law	

<b>Superintendent Responsibility Chart</b>			
<b>Missouri State Law</b>			
<b>Statute/Regulation</b>	<b>Work Area</b>	<b>Responsibility</b>	<b>Delegated To</b>
167.115		<ol style="list-style-type: none"> <li>1. Receive reports from law enforcement concerning crimes committed by students</li> <li>2. Provide information received from law enforcement to employees who have a need to know</li> <li>3. Forward information received from law enforcement to the superintendent of the other district if a student transfers</li> <li>4. Notify juvenile or family court whenever a student under its jurisdiction has been suspended for more than ten days</li> <li>5. Serve in a consultant capacity in juvenile proceedings</li> <li>6. Protected from civil liability for sharing information pursuant to the statute</li> </ol>	
167.117		Protection from civil liability associated with reporting assault or possession of weapons or controlled substances.	
167.122	SP	<ol style="list-style-type: none"> <li>1. Receive notice from juvenile and CD that a child is in custody</li> <li>2. Authorized to share information received from juvenile or CD with employees who have a need to know</li> </ol>	
167.123	SP	<ol style="list-style-type: none"> <li>1. Receive notice from a juvenile officer when a case is active on a student</li> <li>2. Must inform employees with a need to know when a report is received</li> </ol>	
167.161		<ol style="list-style-type: none"> <li>1. Immediately remove a student who poses a threat of harm to self or others if authorized by the Board</li> <li>2. Meet with parents prior to an expulsion hearing to discuss a possible waiver of the hearing</li> </ol>	
167.171		<ol style="list-style-type: none"> <li>1. Suspend a student for up to 180 days if authorized by the board</li> <li>2. Receive reports of principal-imposed suspensions</li> <li>3. Authorized to revoke principal-imposed suspensions</li> <li>4. Forward a full report on any suspension to the board if appealed</li> <li>5. Determine whether a student who has appealed should remain in school pending the appeal</li> <li>6. Determine whether to honor a suspension from another school</li> </ol>	

<b>Superintendent Responsibility Chart</b>			
<b>Missouri State Law</b>			
<b>Statute/Regulation</b>	<b>Work Area</b>	<b>Responsibility</b>	<b>Delegated To</b>
167.181		<ol style="list-style-type: none"> <li>1. Prepare a record of the immunization status of each student</li> <li>2. Report the names of parents who are not complying with the immunization law to DHSS</li> </ol>	
167.278	SP	Make information about financial assistance for post-secondary education available	
168.116	HQ	Notify a tenured teacher of alleged incompetency, inefficiency or insubordination at least 30 days before the service of charges and work with the teacher to resolve the situation	
168.221 (Metropolitan)	HQ	<ol style="list-style-type: none"> <li>1. Provide probationary teachers written statements of incompetency</li> <li>2. Notify probationary teachers by April 15 if they will not be retained</li> <li>3. Provide notice that positions are available after a RIF</li> </ol>	
168.261 (Metropolitan)		Appoint a Director of Personnel subject to Board approval	
171.141		Suspend or discipline anyone who violates the rule against forming organizations that are detrimental to the school if authorized by the Board	
177.161 (Metropolitan)	FSIR	Enter into contracts of less than \$5000	
191.689		Receive information about the HIV status of students and share it only in accordance with law	
210.145		Appoint a liaison to CD	
290.140		Issues letters of dismissal when requested	
566.149		Grant permission for parents who are otherwise prohibited from being on or within 500 feet of district by law to be on district property for limited reasons	
5 CSR 30-261.010		Sign and maintain a list of all students transported on bus routes	
5 CSR 30-680.030	FSIR	Authorized to sign request for a waiver from the Breakfast Program	
5 CSR 30-680.070	FSIR	Authorized to sign a request for a waiver of the Summer Food Service Program	
5 CSR 50-340.021		Provide approval for music teachers to give private lessons for school credit	
5 CSR 50-340.022	SP	Receive reports of students who have qualified for reading circle certificates	

<b>Superintendent Responsibility Chart</b>			
<b>Missouri State Law</b>			
<b>Statute/Regulation</b>	<b>Work Area</b>	<b>Responsibility</b>	<b>Delegated To</b>
5 CSR 60-100.020		Provide written permission for certain student to take the GED	
5 CSR 60-120.050		Sign the request for affiliation with a different area vocational school	
5 CSR 80-800.310		In the case of a teacher wishing to have a certification deleted, sign that the teacher has not taught in that area for the past three years (otherwise Board approval is required)	
5 CSR 80-850.030 Appendix A		Hear appeals of career ladder decisions	
19 CSR 20-28.010		<ol style="list-style-type: none"> <li>1. Maintain a record of the immunization status of every student enrolled</li> <li>2. Make a summary report to the department of health by Oct 15 of each school year</li> <li>3. Exercise the power of suspension to enforce the immunization requirement</li> <li>4. Receive verifications of immunizations or applicable exemptions</li> </ol>	

**Key**

**SP – Student Performance**

**FSIR – Facilities, Support and Instructional Resources**

**G - Governance**

**HQ – Highly Qualified Staff**

**PC – Parent and Community Involvement**



# Policy Responsibilities

MISSOURI'S EDUCATOR EVALUATION SYSTEM

**Policy Responsibilities**

<b>Superintendent Responsibility Chart</b>			
<b>Based on MSBA Sample Board Policies</b>			
<b>Policy</b>	<b>Procedures</b>	<b>Superintendent Responsibility/Authorization</b>	<b>Delegated To</b>
AC Prohibition Against Illegal Discrimination or Harassment		<ol style="list-style-type: none"> <li>1. Continuously publicize the policy and disseminate information on how to report harassment and discrimination</li> <li>2. Hear appeals of discrimination/harassment complaints</li> </ol>	
AF Accountability/ Commitment to Accomplishment		Implement evaluation procedures for all district operations	
BBA School Board Powers and Duties		<ol style="list-style-type: none"> <li>1. Implement board policies</li> <li>2. Provide the board sufficient information to evaluate the district's programs</li> </ol>	
BBB School Board Elections		Oversee candidate filing	
BBFA Board Member Conflict of Interest and Financial Disclosure		Make financial disclosures required by law	
BCA Board Organizational Meeting		Serve as temporary chair for the election of board officers	
BCE, BCE-R Board Appointed Committees		Receive reports from committees	
BCG School Attorney/Legal Services		Consult district counsel for advice when appropriate	
BDA Board Meetings		Arrange for board members to participate electronically when requested	
BDDA Notification of Board Meetings		Ensure the timely posting of meetings	
BDDB Agendas		Create meeting agendas in consultation with the board president	

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BDDG, BDDG-R Minutes		Responsibility for safe-keeping of minutes	
BDDH Public Participation at Board Meetings		<ol style="list-style-type: none"> <li>1. Distribute written correspondence to the board</li> <li>2. Receive requests for placement on the agenda</li> </ol>	
BF School Board Policy Process		<ol style="list-style-type: none"> <li>1. Make changes to administrative procedures as necessary</li> <li>2. Ensure that policies, procedures and rules are available to all staff annually</li> <li>3. Make recommendations to the board regarding new policies or proposed changes</li> <li>4. Act on his or her own judgment in situations not governed by policy subject to board review</li> <li>5. Administer adopted policies</li> <li>6. Inform the board when policies need revision or are outdated</li> <li>7. Keep manuals updated</li> </ol>	
BHA New Board Member Orientation		Assist new board members by answering questions about pertinent governing documents	
CB Superintendent Contract, Compensation & Benefits		Work 12 months	
CBG Evaluation of the Superintendent		Work with the board to establish goals for the upcoming year and reaffirm or establish performance expectations	
CF School Building Administration		Direct and approve activity of building level administrators	

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CGC State and Federal Programs Administration	CGC-AP Data Reporting	<ol style="list-style-type: none"> <li>1. Coordinate all state and federal programs</li> <li>2. Ensure that programs are operated within guidelines</li> <li>3. Record the date on which data was reported and the entity to whom it was reported</li> <li>4. Provide a copy of all reports to the custodian of records</li> </ol>	
CH Policy Implementation and Dissemination		<ol style="list-style-type: none"> <li>1. Implement and enforce board policies and administrative procedures</li> <li>2. Provide the initial response to questions about board policy and administrative procedures</li> <li>3. Assist the board in review and revision of policy and procedure</li> <li>4. Develop and implement administrative procedures to carry out board policy</li> <li>5. Inform staff about procedures and forms they are expected to use</li> <li>6. Inform staff when policies, procedures or forms change</li> <li>7. Maintain a current copy of board policy and administrative procedures and forms</li> </ol>	
CHCA Handbooks		Create, revise and disseminate handbooks in cooperation with other district administrators	
DA Fiscal Responsibility		Receive reports from the audit committee	

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DB Annual Budget		<ol style="list-style-type: none"> <li>1. Serve as budget officer for the district</li> <li>2. Develop procedures to seek input from appropriate people on budgetary needs</li> <li>3. Submit a tentative budget to the board</li> <li>4. Ensure that the budget is followed</li> <li>5. Make recommendations for fund transfers</li> <li>6. Prepare a monthly statement for the board</li> </ol>	
DC Taxing and Borrowing Authority/Limitations		<ol style="list-style-type: none"> <li>1. Provide the board an annual estimate of the tax rate necessary to provide for district needs</li> <li>2. Make recommendations regarding capital outlay</li> </ol>	
DCA Tax Rate Hearing and Reviews		Participate in annual tax rate hearing	
DD Grants	DD-AP State and Federal Programs Administration	<ol style="list-style-type: none"> <li>1. Pursue grants and other alternative sources of funding</li> <li>2. Make recommendations regarding grant acceptance</li> <li>3. Discuss grants with employees before they apply and present employee-generated grants to the board</li> </ol>	
DEA Revenues from Tax Sources		File required reports and forms to secure state funding	
DED Disposition of Unbudgeted Revenue		Recommend policy for distribution of unbudgeted revenue	
DFA Revenues From Investments of Surplus Funds		<ol style="list-style-type: none"> <li>1. Serve as investment office for the district for the investment of surplus funds</li> <li>2. Invest surplus funds</li> <li>3. Develop internal controls to prevent loss, theft or misuse</li> </ol>	

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DI Fiscal Accounting and Reporting/Accounting System		<ol style="list-style-type: none"> <li>1. Implement an accounting system</li> <li>2. Receive and account for all funds</li> <li>3. Provide monthly financial statements</li> <li>4. File enrollment, attendance, food service and transportation reports to DESE</li> </ol>	
DIE Audits	DIE-AP	<ol style="list-style-type: none"> <li>1. Arrange for audits</li> <li>2. Provide copies of audits to the board</li> <li>3. File copies of audit with proper authorities</li> <li>4. Maintain a copy of the audit report</li> </ol>	
DJC Bidding Requirements		Determine when to bid items not required to be bid by law	
DJF Purchasing	DJF-AP	<ol style="list-style-type: none"> <li>1. Supervise district purchasing</li> <li>2. Authorize and make purchases within budgetary limits</li> <li>3. Develop purchasing procedures</li> <li>4. Approve all purchases of more than \$1000</li> <li>5. Approve purchases beyond what is budgeted after seeking approval from the board</li> <li>6. Approve travel expenses</li> <li>7. Authorize staff to make purchases through credit or procurement cards</li> <li>8. Receive and process notices of lost or stolen credit or procurement cards</li> </ol>	
DN Surplus School Property	DN-AP	<ol style="list-style-type: none"> <li>1. Redistribute property or declare when it is surplus</li> <li>2. Dispose of property with no resale value in an appropriate manner</li> </ol>	

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DK Payment Procedures		<ol style="list-style-type: none"> <li>1. Verify delivery of purchased items before authorizing payment</li> <li>2. Present bills and supporting documentation to the board for payment monthly</li> </ol>	
EB Safety Program		Designate a Safety Coordinator	
EBAB Hazardous Materials	EBAB-AP1 – Asbestos Control EBAB-AP2 – Handling and Disposal of Mercury	Develop procedures for the purchase, storage, handling, transportation and disposal of hazardous materials in cooperation with other administrators	
EBAC Integrated Pest Management	EBAC-AP	<ol style="list-style-type: none"> <li>1. Assess district pest problems and current practices</li> <li>2. Work with representatives from food service, facilities, maintenance, building administration and the school nurse to develop procedures</li> <li>3. Receive complaints about the IPM program</li> </ol>	
EBB Communicable Diseases		Protect confidential student and employee information	
EBBA Illness and Injury Response & Prevention	EBBA-AP First Aid Guidelines	<ol style="list-style-type: none"> <li>1. Provide the board periodic statistical reports on the number and types of injuries occurring on district property</li> <li>2. Provide information on individual injuries as appropriate</li> <li>3. Provide for training in use of AEDs</li> <li>4. Post locations of and maintain AEDs</li> </ol>	

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EBC Emergency Plans/Safety Drills	EBC-AP1 Emergency Closings EBC-AP2 Abduction EBC-AP3 Civil Disturbance EBC-AP4 Fire/Explosion EBC-AP5 Hostage/Barricaded Situation EBC-AP6 Intruder in the Building EBC-AP7 Natural Disaster EBC-AP8 Weapons Possession/Armed Offender EBC-AP9 Bomb Threat	<ol style="list-style-type: none"> <li>1. Call for and execute emergency drills</li> <li>2. Recommend a plan for allowing the use of district resources in the event of community emergency or natural disaster</li> <li>3. Approve community use of district resources in an emergency</li> <li>4. Authorize exceptions allowing the use of facilities for student-related activities on days school is not in session</li> <li>5. Receive reports of building-level emergency situations</li> <li>6. Assign counselors as needed</li> <li>7. Make decisions about dismissal of school and make-up days</li> </ol>	
ECA Building and Grounds Security	ECA-AP2 Prevention of Damages, Vandalism and Theft	<ol style="list-style-type: none"> <li>1. Work with other administrators to establish procedures for use of facilities to guard against damages or loss of district property by theft, vandalism or misuse</li> <li>2. Ensure that staff know the proper procedures for care and use of property and for reporting lost or damaged property</li> <li>3. Sign complaints against those who vandalize district property.</li> <li>4. Seek restitution from individuals or their parents and verify receipt of payment.</li> </ol>	
ECD Traffic and Parking Controls		<ol style="list-style-type: none"> <li>1. Work with local traffic authorities to develop a plan for the flow of traffic</li> <li>2. Assign parking areas to staff, students and visitors</li> </ol>	

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EEA Student Transportation Services		<ol style="list-style-type: none"> <li>1. Ensure that transportation services offered by the district meet DESE requirements</li> <li>2. Ensure that drivers are properly qualified</li> <li>3. Ensure that transportation services meet all state and federal laws</li> <li>4. Present a proposed student transportation plan to the board by the end of October and get board approval of modifications made during the year no later than the end of June.</li> <li>5. Provide for the proper accounting of student transportation records.</li> <li>6. Prepare and submit all required reports</li> </ol>	
EEAB School Bus Scheduling and Routing		Direct the scheduling and routing of student transportation	
EF Food Services Management		Administer the district's food service program in cooperation with the director of food services	
EFB Free and Reduced Cost Food Services		Establish necessary rules for administration of free and reduced meals	
EGAAA Reproduction of Copyrighted Materials	EGAAA-AP Usage Guidelines	<ol style="list-style-type: none"> <li>1. Create procedures for training employees about copyright law</li> <li>2. Monitor compliance with copyright law</li> <li>3. Take steps to remedy any copyright violation once known</li> <li>4. Take all reasonable steps to keep district technology from being involved in copyright violations</li> </ol>	

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EHB Technology Usage	EHB-AP	<ol style="list-style-type: none"> <li>1. Create rules and procedures for technology use</li> <li>2. Assign trained personnel to maintain the district's technology</li> <li>3. Authorize use of district technology to an individual who does not have a user agreement when appropriate</li> <li>4. Disable the district's filters to allow for adult use for bona fide research or other lawful use</li> <li>5. Sign a Technology Use Agreement</li> </ol>	
FB Facilities Planning	FB-AP Relocation Assistance	<ol style="list-style-type: none"> <li>1. Give an annual report to the board on facility needs</li> <li>2. Consult with staff and patrons during the initial stages of a construction project and present a detailed report on the results of that consultation before the board approves any building plan.</li> <li>3. Provide notice and relocation assistance to persons whose property is acquired through eminent domain</li> </ol>	
GBB Staff Involvement in Decision making		<ol style="list-style-type: none"> <li>1. Establish any committees appropriate to recommend rules, policies and procedures</li> <li>2. Establish communication channels between the staff and the board</li> <li>3. Receive counsel from staff members and share that counsel with the board</li> </ol>	
GBEA Worker's Compensation		Forward all reports of employee injury and follow up information to the district's insurance carrier	
GBEBA Drug-Free Workplace		Notify appropriate federal agencies in writing within ten days when an employee is convicted of violating a criminal drug statute if the district has a grant directly from the federal agency	

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GBEBC Criminal Background Checks		Develop procedures for conducting criminal background checks of employees and others	
GBEBB Employee Alcohol and Drug Testing		Serve as program coordinator for the district's employee alcohol and drug testing program	
GBM Staff Complaints and Grievances	GBM-AP	<ol style="list-style-type: none"> <li>1. Create employee complaint procedures</li> <li>2. Hear appeals of complaints when the employee is unsatisfied with the resolution</li> </ol>	
GCA Professional Staff Positions		<ol style="list-style-type: none"> <li>1. Recommend individuals to fill professional staff positions</li> <li>2. Maintain a comprehensive and current set of job descriptions</li> </ol>	
GCBA Professional Staff Salary Schedules		Prepare salary schedules for approval by the board	
GCBDB Professional Staff Long-Term Leaves and Absences		Make recommendations regarding requests for leave	

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GCD Professional Staff Recruiting and Hiring		<ol style="list-style-type: none"> <li>1. Determine whether a vacant position should be posted internally more or less than the period of time required by policy</li> <li>2. Determine and use the best method to advertise a vacant position externally</li> <li>3. Determine when no additional advertisement is necessary</li> <li>4. Answer all inquiries regarding professional staff vacancies</li> <li>5. Conduct interviews and review references of applicants</li> <li>6. Conduct background checks</li> <li>7. Make employment recommendations to the board</li> <li>8. Provide a written statement supporting the employment of the spouse of a board member prior to any such individual being hired.</li> <li>9. (Urban districts only) Make final decisions on the hiring, promotion, demotion or termination of all non-contractual professional staff.</li> </ol>	
GCE Part-Time and Substitute Professional Staff Employment		Submit a current list of substitute teachers to the board for approval at each regular meeting unless the list is unchanged	

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GCG Professional Staff Probation and Tenure		<ol style="list-style-type: none"> <li>1. Recommend employment for professional staff</li> <li>2. Maintain personnel records</li> <li>3. Administer leaves</li> <li>4. Evaluate performance</li> <li>5. Keep the board advised of performance issues</li> <li>6. Take necessary action to discipline or terminate employees</li> <li>7. Contact the district's attorney when necessary regarding issues of tenure</li> </ol>	
GCI Professional Staff Assignments and Transfers		<ol style="list-style-type: none"> <li>1. Assess professional staffing needs annually</li> <li>2. Assign or reassign professional staff as needed</li> <li>3. Consider requests for transfer</li> </ol>	
GCKA Professional Staff Extra Duty		Recommend staff members for extra-duty positions	
GCL Professional Staff Development Opportunities	GCL-AP	<ol style="list-style-type: none"> <li>1. Control the reimbursement of expenses related to conferences and visitations</li> <li>2. Notify Missouri teacher training institutions when the district hires their new graduates to obtain assistance for new teachers</li> </ol>	
GCN Evaluation of Professional Staff		Create evaluation instruments and procedures	
GCPB Resignation of professional Staff Members		Receive notice of resignations	
GCPD Suspension of Professional Staff Members		Suspend staff members for violation of board policy or state law or any other good cause or to conduct an investigation. Employees without contracts may be suspended without pay.	

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GCPE Termination of Professional Staff Members		<ol style="list-style-type: none"> <li>1. Terminate employees not under contract and inform the board</li> <li>2. Provide notice to the state board when a certificated employee is guilty of an offense for which his or her license may be disciplined</li> <li>3. Work with a tenured teacher who is charged with incompetency, inefficiency or insubordination for at least 30 days prior to an notice of charges being presented</li> </ol>	
GDBB Non-exempt Employee Supplementary Pay Plans		Ensure that all job descriptions include a designation of whether the position is exempt or nonexempt	
GDBDA Support Staff Leaves & Absences		Authorize leave beyond that provided by policy	

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GDC Support Staff Recruiting & Hiring		<ol style="list-style-type: none"> <li>1. Determine whether a vacant position should be posted internally more or less than the period of time required by policy</li> <li>2. Determine and use the best method to advertise a vacant position externally</li> <li>3. Determine when no additional advertisement is necessary</li> <li>4. Answer all inquiries regarding support staff vacancies</li> <li>5. Conduct interviews and review references of applicants</li> <li>6. Conduct background checks</li> <li>7. Make employment recommendations to the board</li> <li>8. Provide a written statement supporting the employment of the spouse of a board member prior to any such individual being hired.</li> <li>9. (Urban districts only) Make final decisions on the hiring, promotion, demotion or termination of all non-contractual support staff.</li> </ol>	
GDI Support Staff Assignments & Transfers		<ol style="list-style-type: none"> <li>1. Assess support staffing needs annually</li> <li>2. Assign or reassign support staff as needed</li> <li>3. Consider requests for transfer</li> </ol>	
GDPD Nonrenewal, Suspension & Termination of Support Staff Members		<ol style="list-style-type: none"> <li>1. Terminate or suspend support staff members with or without pay for violation of board policy or state law or any other good cause or to conduct an investigation</li> <li>2. Report any such suspension or termination to the board</li> <li>3. Terminate support staff members in accordance with the employee's contract</li> </ol>	

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IC School Calendar/Year/Day		<ol style="list-style-type: none"> <li>1. Distribute copies of the approved calendar</li> <li>2. Recommend make up days for days missed due to inclement weather</li> </ol>	
IF Curriculum Development	IF-AP	<ol style="list-style-type: none"> <li>1. Initiate a curriculum development program</li> <li>2. Oversee a systematic plan of curriculum review</li> <li>3. Appoint curriculum review committee members</li> <li>4. Receive committee reports</li> </ol>	
IGBA Programs for Students with Disabilities	IGBA-AP4 Students Enrolled in Private Schools	<ol style="list-style-type: none"> <li>1. Make changes to the procedures, evaluator criteria and cost guidelines for IEEs.</li> <li>2. Coordinate child find activities with officials from private schools</li> <li>3. Maintain records of parentally placed private school children</li> </ol>	
IGBCA Programs for Homeless Students		Hear appeals of decisions by the district's homeless coordinator	
IGBCB Programs for Migrant Students	IGBCB-AP	<ol style="list-style-type: none"> <li>1. Notify the state migrant office when a migrant student is identified</li> <li>2. Maintain records of children eligible to receive migrant services</li> <li>3. Annually assess the district's recruitment and identification procedures in consultation with parents of student in the program</li> </ol>	
IGBG Homebound Instruction	IGBG-AP	<ol style="list-style-type: none"> <li>1. Approve applications for homebound instruction received through the principal</li> <li>2. Secure the services of qualified homebound teachers</li> </ol>	

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IGC Extended Instructional Programs	IGC-AP Supplemental Educational Services	<ol style="list-style-type: none"> <li>1. Determine skills that must be mastered, how those skills are assessed and what remediation is appropriate when remediation is a condition of promotion</li> <li>2. Provide notice when a student is eligible for supplementary educational services (SES) pursuant to NCLB</li> <li>3. Process requests for SES</li> <li>4. Negotiate with providers</li> </ol>	
IGD District-Sponsored Extracurricular Activities and Organizations	IGD-AP	<ol style="list-style-type: none"> <li>1. Direct the district's activities program and non-curricular groups</li> <li>2. Approve organization of clubs and activities</li> </ol>	
IGDA Student-Initiated Group Use of District Facilities	IGDA-AP Student-Initiated Group Use of District Facilities	Create procedures to govern the use of district facilities by student-initiated non-curricular groups	
IGDBA Distribution of Non-curricular Student Publications		Hear appeals of a denial to distribute non-curricular student publications	
IGDF Student Fundraising		<ol style="list-style-type: none"> <li>1. Responsible for all district-sponsored fundraising activities (along with principals)</li> <li>2. Grant permission for fundraising activities by outside groups</li> </ol>	
IIAC/IIAC-R Instructional Media Centers/School Libraries		<ol style="list-style-type: none"> <li>1. Create procedures to govern the activities of district media centers and libraries</li> <li>2. Create procedures to guide the selection of material</li> </ol>	
IICA Field Trips and Excursions		Authorize educationally sound field trips	

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IICC School Volunteers	IICC-AP	<ol style="list-style-type: none"> <li>1. Create procedures for attracting, screening and training volunteers</li> <li>2. Decline or terminate the services of a volunteer</li> </ol>	
IKE Promotion, Acceleration & Retention of Students		<ol style="list-style-type: none"> <li>1. Develop procedures to govern the promotion, retention and acceleration of students</li> <li>2. Determine skills that must be mastered, how those skills are assessed and what remediation is appropriate when remediation is a condition of promotion</li> </ol>	
IKF Graduation Requirements		Develop formulas for awarding credit transferred from a district using a different calendar	
IKFB Graduation Exercises		Plan an appropriate graduation ceremony	
IL Assessment Program		<ol style="list-style-type: none"> <li>1. Develop procedures to direct the district's assessment plan</li> <li>2. Ensure that the district has a written assessment plan that tests competency in the area of English, reading, language arts, science, mathematics, social studies and civics</li> <li>3. Determine what reading assessment the district will use</li> <li>4. Develop a process to encourage students to give best efforts on statewide assessments</li> </ol>	
ILA Test Security		Investigate and respond to allegations of unfair testing practices	
IND School Ceremonies and Observances		<ol style="list-style-type: none"> <li>1. Develop procedures to govern ceremonies and observances</li> <li>2. Refrain from leading students in prayer or religious activity or directing another student to do so</li> </ol>	

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JCB Intra-district Transfers		<ol style="list-style-type: none"> <li>1. Grant exceptions allowing students to attend a school other than the one in their designated attendance area when appropriate</li> <li>2. Direct the transfer of a student for health or safety reasons, to meet the educational needs of the student or to address overcrowding</li> </ol>	
JEA Compulsory and Part-Time Attendance		<ol style="list-style-type: none"> <li>1. Create procedures to govern part-time attendance</li> <li>2. Research why students attend part-time and create programs or incentives that would encourage full-time attendance</li> </ol>	
JEC School Admissions		Make determinations as to whether a student on suspension from another district will be allowed to enroll	
JECA Admission of Resident Students		<ol style="list-style-type: none"> <li>1. Grant waivers of proof of residency or refer requests to the board</li> <li>2. Convene a hearing to determine if a student who has requested a waiver will create an immediate danger to the district</li> </ol>	
JECB Admission of Nonresident Students	JECB-AP Foreign Exchange Students	<ol style="list-style-type: none"> <li>1. Establish procedures for enrollment of foreign students</li> <li>2. Make the decision on whether to admit or deny admission to a foreign exchange student</li> </ol>	
JED Student Absences and Excuses		Establish rules and procedures for student attendance	
JFCC Student Conduct on School Transportation		Develop and enforce rules for the conduct expected of students on district transportation	
JFCF Hazing and Bullying		Provide for appropriate training on identifying, preventing and responding to hazing and bullying	
JFCH Student Alcohol/Drug Abuse		Receive reports of students violating the controlled substances policy	

<b>Superintendent Responsibility Chart</b> <b>Based on MSBA Sample Board Policies</b>			
Policy	Procedures	Superintendent Responsibility/Authorization	Delegated To
JFCJ Weapons in School		Modify the suspension or expulsion of students suspended or expelled for weapons violations	
JFH Student Complaints and Grievances		Hear appeals of principal decisions	
JG/JG-R Student Discipline		<ol style="list-style-type: none"> <li>1. Increase or reduce a penalty specified by the discipline code when circumstances warrant</li> <li>2. Assign discipline for items not included in the code</li> <li>3. Notify appropriate law enforcement when a student is suspended for more than ten days</li> </ol>	
JGA Corporal Punishment		Receive reports explaining the use of corporal punishment	

<b>Superintendent Responsibility Chart</b> <b>Based on MSBA Sample Board Policies</b>			
<b>Policy</b>	<b>Procedures</b>	<b>Superintendent Responsibility/Authorization</b>	<b>Delegated To</b>
JGD Student Suspension and Expulsion		<ol style="list-style-type: none"> <li>1. Determine whether a student was provided appropriate due process before honoring a suspension from another school</li> <li>2. Suspend a student for up to 180 school days</li> <li>3. Receive reports of suspensions imposed by principals</li> <li>4. Authority to revoke any principal-imposed suspension</li> <li>5. Consider alternatives to suspension</li> <li>6. Provide due process when suspension is imposed</li> <li>7. Make recommendations to the board for suspensions of 181 or more days or expulsion</li> <li>8. Determine whether a stay should be revoked when a suspension is appealed</li> <li>9. Provide the board a written report of the facts relating to a suspension that is appealed</li> <li>10. Meet with parents prior to a board hearing and accept written waivers of appeals</li> <li>11. Hold a remedial conference with a student returning from a suspension for an act of school violence</li> </ol>	
JGE Discipline of Students with Disabilities	<p>JGE-AP1 Students Eligible for Special Education Services</p> <p>JGE-AP2 Students Receiving Accommodations Under Section 504 but Not Special Education Services</p>	<ol style="list-style-type: none"> <li>1. Seek the removal of a special education student through due process or the courts</li> <li>2. Provide employee's training on violence prevention, the district's discipline code and discipline of students with disabilities</li> <li>3. Authority to contact the district's legal counsel</li> <li>4. Impose long-term suspensions or expulsions as appropriate</li> </ol>	

<b>Superintendent Responsibility Chart</b> <b>Based on MSBA Sample Board Policies</b>			
<b>Policy</b>	<b>Procedures</b>	<b>Superintendent Responsibility/Authorization</b>	<b>Delegated To</b>
JGF Discipline Reporting and Records		<ol style="list-style-type: none"> <li>1. Inform employees who need to know when the district receives a report from law enforcement or CD concerning a student</li> <li>2. Notify juvenile or family court if a student under the court's jurisdiction is suspended for more than 10 days</li> <li>3. Enter into a written agreement with law enforcement for the reporting of third degree assaults</li> <li>4. Maintain discipline records and provide access to staff with a legitimate need to know</li> </ol>	
JHC Student Health Services and Requirements	JHC-AP1 Screening and Referral program	<ol style="list-style-type: none"> <li>1. Assign duties to the nursing staff</li> <li>2. Work with nursing staff to determine which personnel will be used to perform screenings</li> </ol>	
JHCB Immunization of Students		Institute procedures for the maintenance of accurate student immunization records	
JHCD Administration of Medications to Students		Work with nursing staff to develop procedures for the storage and administration of medications to students	
JHG Reporting and Investigating Child Abuse/Neglect		<ol style="list-style-type: none"> <li>1. Appoint a liaison to the CD</li> <li>2. Receive information about abuse/neglect reports made by the district</li> <li>3. Investigate reports of abuse by district employees</li> <li>4. Contact the district's attorney for assistance in investigating abuse</li> <li>5. Jointly investigate allegations of abuse based on spanking or filed to harass with juvenile and CD</li> <li>6. Prepare procedures to govern the reporting and investigation of abuse/neglect</li> </ol>	

<b>Superintendent Responsibility Chart</b>			
<b>Based on MSBA Sample Board Policies</b>			
<b>Policy</b>	<b>Procedures</b>	<b>Superintendent Responsibility/Authorization</b>	<b>Delegated To</b>
JO Student Records	JO-AP	<ol style="list-style-type: none"> <li>1. Create procedures for maintaining student records</li> <li>2. Develop standardized procedures for the sharing of student records in the district</li> <li>3. Create procedures for appealing information in student records</li> </ol>	
KB Public Information Program		<ol style="list-style-type: none"> <li>1. Determine appropriate methods for distributing district report cards</li> <li>2. Develop appropriate procedures to govern the district's public information program</li> </ol>	
KG Community Use of School Facilities	KG-AP	<ol style="list-style-type: none"> <li>1. Grant permission to use district facilities</li> <li>2. Recommend a fee schedule for use of facilities</li> <li>3. Maintain a calendar of facilities use</li> <li>4. Develop procedures governing the use of playgrounds and buildings for recreational use in the summer</li> <li>5. Cancel use in case of emergency</li> </ol>	
KH Public Gifts to Schools		Accept some gifts on behalf of the board	
KI Public Solicitations/Advertising in District Facilities		Determine the appropriateness of materials from district-sponsored groups	

<b>Superintendent Responsibility Chart</b>			
<b>Based on MSBA Sample Board Policies</b>			
<b>Policy</b>	<b>Procedures</b>	<b>Superintendent Responsibility/Authorization</b>	<b>Delegated To</b>
KK Visitors to District Property/Events	KK-AP Public Conduct on District Property	<ol style="list-style-type: none"> <li>1. Establish procedures for crowd control at district events</li> <li>2. Grant permission for parents to be on campus for certain purposes even though the parent is generally prohibited from being on district property by law or policy</li> <li>3. Notify visitors when they are not to be allowed on property</li> <li>4. File reports or sign complaints with law enforcement</li> <li>5. Notify appropriate district staff when someone has been banned from property</li> </ol>	
KL Public Complaints		Send appeals of complaint resolution to the board	
KLB Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Materials	KLB-AP Answering Questions/Concerns	<ol style="list-style-type: none"> <li>1. Develop procedures to address community concerns and material review</li> <li>2. Hear appeals of committee decisions</li> </ol>	



# Research and Proven Practices

MISSOURI'S EDUCATOR EVALUATION SYSTEM

## **Introduction to the Balanced Leadership Research**

In 1998, the Mid-continent Research for Education and Learning (McREL), under the direction of Tim Waters, Bob Marzano, and Brian McNulty, began synthesizing a growing body of research that included student characteristics and teacher and school practices associated with school effectiveness. A portion of this research meta-analysis looked at the effects of leadership practices and their impact on student achievement. After reviewing studies over a 30 year period, McREL identified 21 leadership responsibilities significantly associated with student achievement.

A crosswalk has been developed comparing the 21 leadership responsibilities with Missouri's Leader Standards and Quality Indicators. This might provide suggestion as to which of Missouri's Quality Indicators for the leader could potentially provide greater impact. In addition, a chart is provided to illustrate the comparison of potential effect size across all thirteen quality indicators.

The Balanced Leadership Framework *Connecting Vision with Action* document can be found at the following link:

[http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01\\_99/prod54\\_BL\\_Framework.ashx](http://www.mcrel.org/~media/Files/McREL/Homepage/Products/01_99/prod54_BL_Framework.ashx)

Waters, Marzano & McNulty. (2003). *Balanced Leadership. What 30 years of research tells us about the effect of leadership on student achievement.* McREL.

## **Introduction to the Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice**

*"It's time for a new framework for evaluating principals' performance – one that reflects the complexity of the principalship, measures principals' leadership competencies required for student and school success, and seeks out insight and experience that only practicing principals can bring to bear".*

In the fall of 2012, The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) released a new framework for the evaluation of principals. The committee identified 6 key domains in the area of leadership responsibility that included Professional Growth and Learning, Student Growth and Achievement, School Planning and Progress, School Culture, Professional Qualities and Instructional Leadership and Stakeholder Support and Engagement. A crosswalk of these domains is provided compared to the Missouri Leader Standards and Quality Indicators.

### **Executive Summary**

<http://www.naesp.org/sites/default/files/PrincipalEvaluationReportExecutiveSummary.pdf>

### **Full Report**

<http://www.naesp.org/sites/default/files/PrincipalEvaluationReport.pdf>

*Clifford, Matthew & Ross, Steven. (2011). Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice. National Association of Elementary School Principals & National Association of Secondary School Principals: Virginia.*

**Balanced Leadership Responsibilities — Missouri Standards/Quality Indicators**

Rank/Effect Size		ST1		ST2			ST3			ST4			ST5	ST6			ST7	Totals
Leadership Responsibilities	Effect	1	2	1	2	3	1	2	3	1	2	3	1	1	2	3	1	
Situational Awareness	(.33)							x										1
Intellectual Stimulation	(.32)					x		x									x	3
Change Agent	(.30)												x			x		1
Input	(.30)							x										1
Culture	(.29)			x														1
Outreach	(.28)									x				x	x			1
Monitors/Evaluates	(.28)				x			x										2
Resources	(.26)								x			x						2
Order	(.26)						x											1
Ideas/Beliefs	(.25)	x											x					2
Affirmation	(.25)			x									x					2
Discipline	(.24)				x		x											2
Focus	(.24)		x															1
Knowledge of Curriculum, Instruction, Assessment	(.24)				x													1
Communication	(.23)							x			x							2
Flexibility	(.22)							x		x	x							3
Optimizer	(.20)												x			x		1
Relationship	(.19)							x					x					2
Curric, Instruc, and Assessment	(.16)				x		x											2
Visibility	(.16)				x						x		x					3
Contingent Rewards	(.15)				x								x					2
<b>Totals</b>		<b>1</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>7</b>				<b>1</b>	

*Waters, Marzano & McNulty. (2003). Balanced Leadership. What 30 years of research tells us about the effect of leadership on student achievement. McREL.*