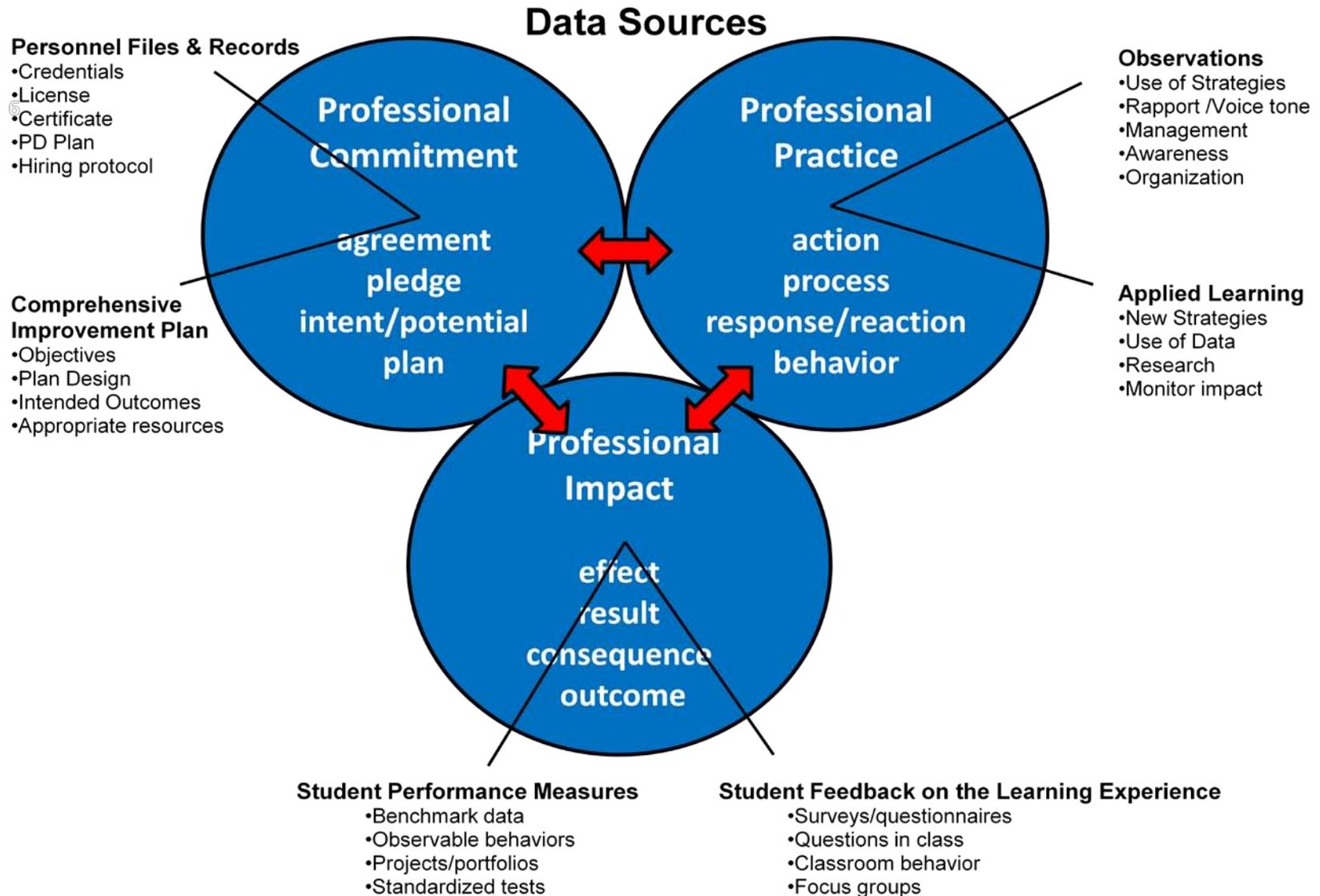




# Growth Guide

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.**

<b>Professional Commitment</b>			
<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>
<b>Professional Practice</b>			
<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>
<b>Professional Impact</b>			
<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
<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>

## 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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.</p>	<p>4S2) The distinguished superintendent also...</p> <p style="text-align: center;">Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support for the district.</p>
Professional Frames			
<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**

Emerging	Developing	Proficient	Distinguished
<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>
Professional Frames			
<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>