Rubric of District 97
Superintendent Evaluation Standards

EVALUATING PRACTICE OF THE SUPERINTENDENT
Please choose: D (Distinguished); P (Proficient); B (Basic); or U (Unsatisfactory)

I. **LIVING A MISSON, VISION, AND BELIEFS FOR RESULTS—The Superintendent works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.**

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
a) Coordinates with the Board and other stakeholders to create and implement a vision for the district and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners						
Collaborates to develop and maintain a shared vision of high expectations	Enters into a full partnership with the Board and other stakeholders to create a shared vision of high expectations; builds high staff capacity to maintain and implement a shared vision for high student achievement	Engages the Board and other stakeholders in the process of creating a shared vision of high expectations; builds staff capacity to maintain and implement a shared vision for high student achievement	Provides basic opportunities for the Board and other stakeholders in the process of creating a shared vision of high expectations; generally builds staff capacity to maintain and implement a shared vision for high student achievement	Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations	•There is visible alignment between the vision and the district goals •District vision and goals are shared with stakeholder groups •District level staff development plan and building level staff development plan support and are aligned to the Comprehensive District Plan, School Improvement Plans and the district goals, vision and mission •Written values and beliefs reflect high expectations for all students	

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
b. Conducts difficult but crucial conversations with administrators related to student performance data for the purpose of enhancing student learning, results that challenges low expectations						
Conducts difficult conversations to improve student results and confront low expectations	Can consistently and effectively demonstrate that systems are in place and used to build the capacity of principals and other administrative staff to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data; actively counsels staff who display low or negative expectations; contests or eliminates courses and grading policies that contradict the Vision and Mission statements	Frequently demonstrates that systems are in place and used to build the capacity of principals and other administrative staff to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data; counsels staff who display low or negative expectations; frequently contests or eliminates courses and grading policies that contradict the Vision and Mission statements	Inconsistently demonstrates that systems are in place and used to build the capacity of principals and other administrative staff to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data; frequently counsels staff who display low or negative expectations; may contest or eliminate courses and grading policies that contradict the Vision and Mission statements	Does not or cannot demonstrate that systems are in place and used to build the capacity of principals and other administrative staff to address areas of underperformance with individuals, teams and staff; does not model how to conduct difficult conversations with individuals, teams, and staff based on student performance data; does not counsel staff who display low or negative expectations; does not contests or eliminates course and grading policies that contradict the Vision and Mission statements	•District staff development plan addresses difficult conversations to improve and enhance student learning •Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations •District staff and building faculty meetings are focused on improving results •Academic work and guidelines are shared with parents, staff and others to ensure that expectations are clear to all •Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students •Rigorous course content is accessible to all students	

II. LEADING AND MANAGING SYSTEMS CHANGE—The superintendent creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
a. Ensures that systems are in place that develop, implement, and monitor the outcomes of the Comprehensive District Plan and district wide student achievement data results to improve student achievement						
Develops a systemic plan that assesses the current state of district performance and maintains a focus on results	Provides the Board with a comprehensive and detailed assessment of the district's strengths/weaknesses, practices and student learning outcomes; district-wide analysis to determine appropriate school, grade, and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress; continually ensures a district focus on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor bench-marks and milestones within the district, specific schools, grades, or content areas; con-tinuously conducts reviews of disaggregated data for student groups who have traditionally not been successful in the district and the schools	Provides the Board with an adequate assessment of the district's strengths/weaknesses, practices and student learning outcomes; district-wide analysis to determine appropriate school, grade, and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress; generally ensures a district focus on student achievement results; begins to build staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within the district, specific schools, grades, or content areas; frequently reviews of disaggregated data for student groups who have traditionally not been successful in the district and the schools	Provides the Board with a partial assessment of the district's strengths/weaknesses, practices and student learning outcomes; an incomplete district-wide analysis to determine appropriate school, grade, and content area targets and priorities for improvement with staff; has not yet prepared staff to monitor, track, and review progress; partly ensures a district focus on student achievement results; has not yet adequately built staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within the district, specific schools, grades, or content areas; only occasionally conducts reviews of disaggregated data for student groups who have traditionally not been successful in the district and the schools	Does not develop a systemic plan that assesses the current state of district performance; does not maintain a focus on results; does not build staff ownership for the goals and capacity of staff to monitor benchmarks and milestones within the district, specific schools, grades, or content areas; does not review disaggregated data for student groups who have traditionally not been successful in the district and the schools	•Uses disaggregated student data to determine the current state of the district Improvement Plans •Comprehensive District Plan and School Improvement Plans reflects current state of the district and schools developed through analysis of disaggregated data •Grade level targets are derived from the assessment of the current state and support the Comprehensive District Plan, School Improvement Plans	

II. LEADING AND MANAGING SYSTEMS CHANGE—The superintendent creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
b. Creates a Safe, Clean and Orderly Learning Environment						
Builds, evaluates and develops a team of educators and support staff to ensure the learning environments are safe, clean, and orderly	Consistently plans for and implements facility and equipment expansions and improvements; identifies creative solutions to maximize and share space; ensures full compliance with all components of safety drills and ensures multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of district and school safety	Ensures that learning environments are conducive to learning and positive; delegates supervision of facilities and equipment management to enhance learning and ensures that the school environments are safe; complies with the Illinois Safety Drill Act	Ensures that school environments are relatively safe and are in basic compliance with the school safety act	Does not ensure that the schools are safe; does not comply with the school safety act	• School buildings are clean and safe-all basic facilities are in working order •District's physical plants support major academic priorities/initiatives	

II. LEADING AND MANAGING SYSTEMS CHANGE—The superintendent creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
c. Ensures a prioritization of time to allocate personnel, time, material, and adult learning resources appropriately.						
Allots district resources and prioritizes use of time to support student learning	Deftly assesses resources and creatively utilizes and leverages existing district and school resources; actively accesses human and fiscal resources that align to support the achievement of Comprehensive District Plan targets; continually builds staff capacity to have an appropriate role in the creation and monitoring of budgets within their functional area and/or school; skillfully prioritizes and monitors the use of district time to certify that staff and student activities focus on improving student learning; protects how professional time is used and adjusts how time is spent to support student learning activities	Frequently assesses resource use and utilizes and leverages existing district and school resources; does consider human and fiscal resources that align to strategic priorities to support the achievement of Comprehensive District Plan targets; is starting to build staff capacity to have an appropriate role in the creation and monitoring of budgets within their functional area and/or school; generally prioritizes and monitors the use of district time that staff and student activities focus on improving student learning; considers how professional time is used and adjusts how time is spent to support student learning activities	Occasionally assesses and reassesses resources and creatively utilizes and leverages existing district and school resources; may address human and fiscal resources that align to strategic priorities to support the achievement of Comprehensive District Plan targets; has not adequately begun to build staff capacity to have an appropriate role in the creation and monitoring of budgets within their functional area and/or school; on occasion prioritizes and monitors the use of district time that staff and student activities focus on improving student learning; sporadically reflects on how professional time is used and adjusts how time is spent to support student learning activities	Unable to accurately assess and/or leverage district and school resources; does not effectively manage budget; does not manage district time effectively; does not prioritize district time and activities that will improve student learning and is frequently distracted by time-wasting or low impact activities	•Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment •Finances and other resources are aligned with strategic priorities and are meeting all federal and state financial rules and audit guidelines •Support Staff (e.g. ELL, literacy and math teachers, etc.)are strategically utilized to support the implementation of the Comprehensive District Plan •Organizes adults into learning communities whose goals are aligned with those of the district and the school •School time is focused on the improvement of student achievement •District staff and school Faculty assume shared accountability to reach goals •District staff adjust strategies and plans if interim benchmarks are not met •Student and staff successes are celebrated when milestones and benchmarks are met	

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II. LEADING AND MANAGING SYSTEMS CHANGE—The superintendent creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
d. Utilizes current technologies to support leadership and management functions						
Employs current technologies	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents	Identifies and applies new technologies to improve and support leadership and management functions	Demonstrates limited knowledge and application of current technologies to support leadership and management functions	Does not utilize current technology to support leadership and management functions	• Communication among leadership, staff, students and parents utilizing current technological tools • Models incorporation of various current technological hardware and software resources/tools.	

III. IMPROVING TEACHING AND LEARNING— The superintendent works with the district staff, school staff, and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
a. Ensures the continuous development and refinement of a shared vision for effective teaching and learning by closely monitoring the development and implementation of a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.						
Monitors curricular scope and sequence and audits instructional practices	Ensures year-end goals and student needs are met through staff use of formative and interim assessments to modify the instructional scope and sequence; regularly requires an assessment of instructional practices; builds staff capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students	Oversees the use and implementation of requisite improvements in the components of the instructional scope and sequence to improve alignment with year-end goals; frequently assesses staff instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented district-wide; supports teacher development around those practices	Infrequently encourages staff to make sure that scope and sequence are aligned with year-end goals; encourages but cannot demonstrate the use of measures to assess the quality of instructional practices; does not fully articulate research based and rigorous strategies for improving instructional practices	Does not or cannot ensure that staff are committed to an alignment of scope and sequence to year end goals; does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices	•Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track •Staff have a broad repertoire of instructional strategies that they reference in their lesson plans •Throughout the district, school, classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards •Consistent practices are observable across multiple classrooms	

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and district-wide improvement goals, identify and address areas of improvement and celebrate successes						
Administers **the execution of systems necessary to make data driven decisions; shows staff support for the full implementation of data driven teaching**	Clearly and consistently demonstrates efforts to build administrative capacity to use and analyze multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas; expertly demonstrates advocacy and support for the use of systems and practices to develop staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; builds staff capacity to use data in determining team and individual goals	Frequently demonstrates efforts to build staff capacity to use data sources to drive instructional decisions, prioritizes district wide areas of improvement and to identify a few targeted district wide strategies for instructional improvement; capably demonstrates advocacy and support for the use of systems and practices to develop staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; is beginning to build staff capacity to use data in determining team and individual goals	Occasionally promotes the use of a few data sources to drive instructional direction and uses data appropriately to identify district wide areas of improvement; adequately demonstrates advocacy and support for the use of systems and practices to develop staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; has not yet built staff capacity to use data in determining team and individual goals	Does not demonstrate a commitment to or evidence of that administrators using data and/or is not clear how to use data to drive instructional strategies or practices; does not demonstrate an advocacy and /or support for the use of systems and practices to develop staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; does not provide evidence of building staff capacity to use data in determining team and individual goals	•Key data is reviewed at every meeting and all teachers are aware of district, school, and grade targets and have aligned individual targets for their students •Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement •Multiple analyses of student performance data is examined to support informed decision making •Continuous data review process is in place to ensure that students learned taught material •Multiple analyses of student performance data is examined to support informed decision making •Clear re-teaching plans are used to guide the work of individual teachers	

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
c. Ensures systems are in place to select and retain teachers with the expertise to deliver instruction that maximizes student learning						
Selection, retention, and assignment of highly effective teachers and principals	Demonstrates high quality oversight of the Human Resource department selection criteria and the strategic placement of teachers in grade level and content areas to create a balanced team with a variety of strengths	Capably oversees administration of the Human Resource department selection criteria and the strategic placement of teachers in grade level and content areas to create a balanced team with a variety of strengths	Offers a basic level management of the Human Resource department team in selection criteria and the strategic placement of teachers in grade level and content areas to create a balanced team with a variety of strengths needs, but cannot demonstrate a detailed assessment of staff skills to inform placement	Cannot demonstrate that the Human Resources department team has selection criteria and strategic determination for why teacher selection occurs; process is not transparent	• Selection processes focus on matching staff to specific position expectations	
Retaining effective teachers and adminis-trators	Demonstrates outstanding leadership and guidance of the district administrative team's use of multiple data sets including evaluations to inform a formal retention strategy that creates opportunities for growth and development, including frequent opportunities for staff to assume additional leadership roles	Demonstrates capable leadership and guidance of the district administrative team's use of multiple data sets including evaluations to inform a formal retention strategy that creates opportunities for growth and develop-ment including frequent opportunities for staff to assume additional leadership roles	Demonstrates general, but less than complete, leadership and guidance of the district administrative team's use of multiple data sets including evaluations to inform a formal retention strategy that creates opportunities for growth and develop-ment including infrequent opportunities, for staff to assume additional leadership roles	Cannot demonstrate that a retention plan is in place	•Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning •High percentage of teachers who are rated effective stay in the district •Retention of administrators and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning • High percentage of administrators who are rated effective stay in the district	

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
c. Ensures systems are in place to select and retain teachers with the expertise to deliver instruction that maximizes student learning (cont'd)						(cont'd)
Collaborates on an administrative succession plan	Masterfully builds a leadership pipeline; regularly updates the Board on a formal succession plan for the district's most critical positions that includes multiple alternative candidates for each job; creates development plans for principals and staff that explicitly link to district succession needs	Generally builds systems that encourage talent to grow in the district; develops multiple successors for principal roles and his/her own position	Maintains acceptable staffing levels for all positions (e.g., fills open positions promptly) with individuals from a wide range of experience so successors may be available when needed, but does not place great emphasis on succession planning	Cannot demonstrate that a succession plan is in place	Staff members from within the district successfully take on additional roles and responsibility	
d. Ensures that principals evaluate the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.						
Observes administrative staff and provides feedback; ensures that principals observe staff and give formative feedback to enhance instruction	Clearly demonstrate that functional systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan	Has systems in place so staff receive specific feedback via frequent and regular observations and actionable support and guidance	Can demonstrate that administrators adhere to and complete required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need	Observations are infrequent and inconsistent; feedback is vague and general	•Observation protocol/practice includes not only consistent district-wide expectations but individual administrator development areas • Administrators receive frequent observations and actionable feedback] •Observation protocol/practice includes not only consistent district-wide expectations, school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data •Teachers receive frequent observations and actionable feedback	

III.   IMPROVING TEACHING AND LEARNING—The superintendent works with the district staff, school staff, and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
d. Ensures that principals evaluate the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system. (cont'd)						(cont'd)
Evaluates adminis- trative staff, ensuring that principals evaluate all staff as per the evaluation cycle	Certifies and demonstrates a highly effective and district-wide completion of all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; verifies that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation; warrants that principals complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; can clearly demonstrate that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	Can demonstrate an effective and district-wide completion of all aspects of the evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; can demonstrate in general detail that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation; can demonstrate in general detail that principals complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; can demonstrate in general detail that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	Can demonstrate only an incomplete district-wide completion of all aspects of the evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; can demonstrate in incomplete detail that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation; can demonstrate in less than complete detail that principals complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; can demonstrate in general detail that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	Does not demonstrate clear or consistent evaluation processes; superintendent cannot document a complete and thorough district-wide evaluation process of all employees	•Performance expectations are clear and aligned with district's policies, the district mission, and district wide expectations •Rigorous completion of the full evaluation process is completed for every administrator •At the school level, performance expectations are clear and aligned with district's policies, the school mission and school wide expectations • At the school level, rigorous completion of the full evaluation process is completed for every teacher	

III. IMPROVING TEACHING AND LEARNING—The superintendent works with the district staff, school staff, and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
e. Ensures systems are in place that provide for data-driven professional development that promotes and shares effective practice and protects staff time allocated for this purpose						
Professional learning	Demonstrates a highly successful job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff develop-ment and learning opportunities	Can capably demonstrate multiple structures for frequent teacher learning and support including large group professional development, grade level and content team specific development; protects staff time for development opportunities	Can demonstrate a basic program that relies on whole group (as opposed to providing both group and individual) development sessions including trainings on how data should be used, with some specific supports	Does not demonstrate professional development and support that is timely, relevant or differentiated	•Principal-driven professional development focuses on student learning challenges and progress toward student achievement goals •Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals •Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans •Structures are established for job-embedded collaborative learning	
f. Ensures that systems are in place that promote and support Instructional Technology within the learning environment						
Promoting the growth of technology	Actively and successfully demonstrates guidance of administrators who provide systems that support the implementation of technology to enhance student growth	Demonstrates an understanding of technology that encourages and supports district-wide implementation of technology to enhance student growth	Demonstrates limited knowledge of instructional technology and its promotion of learning that does not yet meet expectations	Does not demonstrate support for the use of instructional technology within the learning environment	• A culture and expectation of employing a creative use of technology within the district. • Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments. • Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment • Implements and evaluates technological resources and applicable utilizations.	

IV.   BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The superintendent creates a collaborative district community where the school staff, families, and community interact regularly and share ownership for the success of the district and schools.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
a. Creates, develops and sustains relationships that result in active student engagement in the learning process						
Builds on-going relationships	Masterfully develops district-wide capacity to establish trusting relationships; supports positive relationships among and between all stakeholder groups	Capably enhances and maintains trusting relationships among and between a variety of stakeholder groups	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships	Does not demonstrate the development of positive relationships and/or undermines positive relationships that exist	•Processes are in place to ensure multiple opportunities for district staff to meet, interact and work with families and members of the community •Staff and community members report are positive relationships with the superintendent and other members of the district	
b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of district programs and policies						
Multiple voices and perspective	Commendably incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the district's instructional program	Competently incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	Infrequently asks for feedback, but does not seek input from multiple voices when developing the plan	Is disrespectful and/or excludes voices from community forums to discuss district performance	•Community leaders and district managers are active partners in the leader's decision making process [observations and artifacts: parent advisory agendas and minutes, district leadership team includes parents or community members, times and locations for all meetings are known, district-wide open door policy]	
c. Proactively engages families and communities in supporting learning and the district's learning goals across the community						
Engages families	Continuously and successfully creates two-way links between families in the school environment and the instructional program	Respectfully and effectively informs families of learning expectations and specific ways they can support their children's learning	Shares the district values with families and with the community	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families	•Families are included and invested in the school community •Families are aware of learning expectations and strategies to support student learning outside the school day	

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively						
Builds capacity to manage change	Adroitly creates space for staff, students, and families to share feelings about change and supports the community while describing the possibilities present in the future; maintains focus on meeting district goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the district vision	Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the district quickly while supporting the staff's ability to learn and develop new skills	Inconsistently articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on district goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the district vision	Does not address the role that the change process will have on the district community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the district vision	•Staff are supported through the change process •District improvement outlines multiple tactics and strategies and can be adapted to reach identified goals	
Demonstrates personal resolve and response to challenges	Admirably focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff	Consistently demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates leadership in the face of challenges	Occasionally demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges	Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges	•Processes are in place to identify and address challenges when they arise	

V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The superintendent works with the district staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff						
Models equity and dignity	Commendably develops structures, outreach and training to ensure that administration and staff develop the skill sets to treat all people equitably and with respect	Consistently and appropriately upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropri-ate actions when inappropriate conduct is reported or observed	Demonstrates a basic level of meeting all legal requirements for work relation-ships; takes limited actions when inappropriate conduct is reported or observed	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed	•All staff are treated with respect and conflicts are dealt with quickly and efficiently	
b. Demonstrates personal and professional standards and conduct that enhance the image of the district and the educational profession. Protects the rights and confidentiality of students and staff						
Protects rights and confidentiality	Ensures and warrants that all district staff are informed about the FERPA and develops systems to ensure that on-going training and monitoring occur	Exhibits district compliance with FERPA rules and regulations by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life confidential)	Demonstrates general, but less than complete district compliance with FERPA rules and regulations; learns from mistakes and uses them as a personal learning opportunity to improve practice	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA	•Staff are aware of the laws, policies, procedures and guidelines around student confidentiality • Parents are aware of their rights [observations and artifacts:	

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V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The superintendent works with the district staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. (cont'd)

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	Rating
c. Create and supports a climate that values, accepts and understands diversity in culture and point of view						
Recognizes the strengths of a diverse population; promotes a culturally responsive climate; engages in courageous conversations about diversity	Recognizes and integrates the learning opportunities that come from a diverse community; certifies through personal role modeling, staff development, and programming that district staff are actively engaged in learning and action planning around the treatment of and supports for diverse groups in and outside the schools; demonstrably ensures that highly effective systems are in place to develop staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Adeptly examines and addresses any district structures, district practices, school structures, and school practices that limit the participation of groups of students and families; ensures that systems are in place to provide district staff with differentiated professional development to improve their understanding of how their own world views inform their interpretation of the world and ensures that moments of cultural incompetence are addressed; capably demonstrates that systems are in place to develop staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Infrequently exhibits personal comfort talking about diversity and culture and is beginning to take the steps to develop a personal skill set that will be translated to the school community; provides adequate whole group professional development related to working in and supporting a diverse community and attempts to ensure that moments of cultural incompetence are addressed; infrequently works to build district-wide practices are in place to develop staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Demonstrates limited awareness of the impact of diversity on student learning - Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students - Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors	•District and schools actively create opportunities for all community members to support diverse student needs •Opportunities exist for students to be in diverse settings and to learn about diverse cultures •Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity •Community conversations about culture and diversity occur regularly	

VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The superintendent works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence	
a. Leads a district culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical						
Oversees and promotes a culture that supports social emotional learning	Masterfully guides the administration to build the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self- management; social awareness; relationships skills and responsible decision making); verifies the use of a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; expertly builds the capacity of all adults to support the positive growth of student emotional skills	Capably supervises the administration in the development of training adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); requires the use of a variety of assessments to gauge the SEL skills of students and analysis of that data to develop additional curriculum and supports	Shares with all staff the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL skills of students	Does not share or implement the Illinois Social- Emotions Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills	•Adults support SEL skill development •Students demonstrate an increase in SEL skills •Appropriate socio-emotional supports are provided to all students •Core components of social, emotional, behavioral supports are in place to support student learning	
Actively endorses a culture that supports effective effort	Can fully demonstrate that structures are in place that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the district and school culture	Can exhibit the general structures that are in place that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the district and school culture	Can demonstrate that district staff are beginning to introduce the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills	Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement	•Effective effort is acknowledged and celebrated •Students describe and demonstrate effective effort behaviors and beliefs across schools and classrooms	

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