Oak Park School District 97
~~2016-2017~~2015-16 SUPERINTENDENT EVALUATION PLAN
Qualitative Evaluation Component: LCI Rubric for the 2008 ISLCC Standards

RATING RESPONSE FORM

Instructions: There are ~~____~~18 individual criteria ~~that align with Dr. Carol Kelley's goals~~spread across six different domains on which ~~we will evaluate her~~the superintendent is to be evaluated on a scale from 1 (low) to 4 (high).   For each of the criteria, a definition/example/illustration/evidence to look for is provided for what each score might look like.

Each board member must provide a numerical score for each of the ~~___~~18 criteria, and is also invited to share any thoughts or commentary for each (although it's not required). At the bottom of this response form is an opportunity for each board member to provide any general thoughts that they care to share regarding the performance of the Superintendent beyond the specific criterion of the LCI rubric.

Please complete this form by entering responses in the yellow highlighted blocks, save the file with your initials in the file name, and email back to ~~hspurlock@op97.org~~gbrisben@op97.org not later than _____.   The scores will be aggregated into a board average and comments assembled into a single document. All board member scores and comments will be masked. The scores and comments will be shared with the Superintendent during the ~~April~~May Superintendent evaluation executive session as ~~reflected~~called for in the ~~2016-17~~2015-16 Superintendent Evaluation Plan. The Superintendent will also be asked to complete this response form for the purposes of self-reflection/evaluation and also comparison of Board and Superintendent perspectives.

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

CRITERION	Score definition/example/illustration/evidence to look for			
	Ineffective **1**	**Developing** **2**	**Effective** **3**	**Highly Effective** **4**
1A. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	a. Claims to have a vision and mission for the district, but keeps it private b. Unaware of or ignores the significance of developing and operationalizing aligned district, school and professional visions and missions c. Disregards the need to use a district vision and mission to guide goals, plans, programs, policies, practices and/or actions	a. Identifies the district's vision and mission, and makes them public b. Allows district school(s) to create their vision and mission in isolation of the district's vision and mission and align as an afterthought c. Refers to the district vision and mission as a document, unconnected to goals, plans, programs, policies, practices and/or actions . .	a. Collaborates with key stakeholders in the district to develop and implement a shared vision and mission for learning b. Encourages the development of school vision(s) and mission(s) that align with and support the vision and mission of the district c. Explicitly links the district's vision and mission to goals, plans, programs, policies, practices and/or actions . .	a. Engages stakeholders representing all roles and perspectives in the district in the development, monitoring and refinement of a shared vision and mission for learning b. Promotes collaborative and ongoing review and refinement of district and school visions and missions to maximize alignment and focus on improved learning c. Involves multiple stakeholders in using the district's vision and mission as a compass to inform their own and other's reflective practice, planning, decision-making and/or goal attainment
YOUR SCORE FOR CRITERION 1A:				
1A COMMENTS (IF				

ANY):				
1B. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	a. Assumes that the district's improvement is either an event or the responsibility of others	a. Provides selected staff with opportunities to discuss district improvement efforts	a. Has a process and structure in place for organizational improvement and uses it to assess the district	a. Uses and regularly evaluates strategic processes and structures to **promote** the district's and its **schools' continuous and sustainable improvement**
YOUR SCORE FOR CRITERION 1A:				
1B1A COMMENTS (IF ANY):				

Domain 2 – School Culture and Instructional Program: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

CRITERION	**Score definition/example/illustration/evidence to look for**			
	Ineffective **1**	**Developing** **2**	**Effective** **3**	**Highly Effective** **4**
2A. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	a. Acknowledges the need for communication and collaboration b. Provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices	a. Considers proposals for collaborative structures and projects b. Encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-	a. Supports various teaming opportunities, common planning and inquiry time, and visitations within the district to increase learning and improve practice b. Develops a culture of collaboration, trust, learning,	a. Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice b. **Nurtures and sustains a**

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	c. Accepts a district learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and/or learning opportunities that are disconnected from students' experiences, needs or cultures	facilitation or integrated curriculum design c. Supports a district learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures	and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects) c. **Creates** opportunities for the development of a **personalized and motivating learning environment for students** in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures	**culture of collaboration, trust, learning, and high expectations** by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice c. Engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning of concepts or processes in deductive or inductive ways
YOUR SCORE FOR CRITERION 2A:		⬛	
2A COMMENTS (IF ANY):			
2B. Instructional Program (*design and delivery of high quality curriculum that produces clear evidence of learning*)	a. Accepts a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts b. Maintains a hands off approach to instruction c. Minimizes time spent on	a. Supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process including few, if any, opportunities for them to construct meaning b. Provides mixed messages related to expectations for instructional methodology and own understanding of "best	a. **Creates** opportunities for the development of **a comprehensive, rigorous, and coherent curricular program** that address all levels of thinking**,** enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks	a. Involves students, teachers and school administrators in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question

	quality instruction by initiating or approving policies, programs and/or actions that interrupt instructional time and distract from learning	practices" c. Compromises time spent on instructional by allowing policies, programs and/or actions that disrupt instructional time and distract from learning ...	b. **Supervises instruction** and makes explicit the expectation that all professionals in the district remain current in research-based, best practices and incorporate them into their own work c. **Maximizes time spent on quality instruction** by protecting it from policies, programs and/or actions that challenge instructional time and learning . .	b. Regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning c. Involves diverse stakeholders in uncovering and addressing intended and unintended consequences of policies, programs and/or actions in order to ensure optimal time for quality instruction and learning
YOUR SCORE FOR CRITERION 2B:				
2B COMMENTS (IF ANY):				
2C. Capacity Building *(Developing potential and tapping existing internal expertise to promote learning and improve practice)*	a. Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students b. Is unaware of effective and appropriate technologies available	a. Invests in activities that promote the development of a select group of leaders b. Provides the necessary hardware and software, and establishes the expectation that principals and teachers will ensure that technology is integrated into student learning experiences .	a. **Develops the instructional and leadership capacity of staff**, district wide b. **Promotes the use of the most effective and appropriate technologies to support teaching and learning** and ensures that necessary resources are available .	a. Develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school b. Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district

				and its school(s)
YOUR SCORE FOR CRITERION 2C:				
2C COMMENTS (IF ANY):				
2D. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	a. Uses "accountability" to justify a system that links student achievement with accolades and blame	a. Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other	a. **Develops** district **assessment and accountability systems to monitor student progress**, uncover patterns and trends, and contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	a. Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.
YOUR SCORE FOR CRITERION 2D:				
2D COMMENTS (IF ANY):				
2E. Strategic Planning Process: **Monitoring/inquiry** *(The implementation and stewardship of goals, decisions and actions)*	a. Judges the merit of the instructional program based on what is used by others	a. Evaluates the impact of the instructional program based on results of standardized assessments	a. Gathers input from staff and surveys students as well as formal assessment data as part of process to **monitor and evaluate the impact of the instructional program**	a. Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement
YOUR SCORE FOR				

CRITERION 2E:	
2E COMMENTS (IF ANY):	

Domain 3 – Safe, Efficient, Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

CRITERION	Score definition/example/illustration/evidence to look for			
	Ineffective **1**	**Developing** **2**	**Effective** **3**	**Highly Effective** **4**
3A. Capacity Building *(Developing potential and tapping existing internal expertise to promote learning and improve practice)*	a. Obtains and uses human, fiscal and technological resources based on available funds or last year's budget, instead of current need b. Considers self as the sole actual leader of the district, but distributes responsibilities for unwanted tasks to others	a. Obtains human, fiscal and technological resources and allocates them based on current need, but without an apparent plan b. Shares "leadership" by providing others with limited responsibilities for pre- identified tasks and functions, but no decision making ability	a. **Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources** b. **Develops the capacity for distributed leadership** by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles	a. Solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs b. Embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to

				assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow
YOUR SCORE FOR CRITERION 3A:				
3A COMMENTS (IF ANY):				
3B. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	a. Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it	a. Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. **Promotes and protects the welfare and safety of students and staff** as a non-negotiable priority	a. Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls
YOUR SCORE FOR CRITERION 3B:				
3B COMMENTS (IF ANY):				
3C. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	a. Avoids engaging with management or operations systems	a. **Monitors and evaluates the management and operational systems**	a. Monitors, evaluates and revises management and operational systems	a. Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement
YOUR SCORE FOR				

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CRITERION 3C:		
3C COMMENTS (IF ANY):		

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
3D. Instructional Program *(design and delivery of high quality curriculum that produces clear evidence of learning)*	a. Allocates only the time necessary to comply with instructional and assessment related regulations and mandates	a. Approves time scheduled outside of the typical school day for teachers to support instruction and learning	a. **Ensures** administrator, **teacher and organizational time is focused to support quality instruction and student learning**	a. Engages groups of administrators, students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning
YOUR SCORE FOR CRITERION 3D:		
3D COMMENTS (IF ANY):		

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

CRITERION	Score definition/example/illustration/evidence to look for			
	Ineffective 1	**Developing 2**	**Effective 3**	**Highly Effective 4**
4A. Strategic Planning Process: Inquiry *(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable*	a. Makes decisions about whether or not to change the educational environment based on own impressions and beliefs	a. **Collects and analyzes data and information pertinent to the educational environment**	a. Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	a. Engages in ongoing collection, analysis and use of data on the educational environment, involving diverse stakeholders as a strategy for ensuring continuous improvement

success)

YOUR SCORE FOR CRITERION 4A:			
4A COMMENTS (IF ANY):			
4B. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	a. Considers the community as separate from the district	a. Supports isolated opportunities for including the community in a district activity or for engaging students in community outreach or service projects	a. **Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources** through diverse and purposeful district wide activities	a. Engages students, educators, parents, and community partners in meeting the challenge of tapping the community's diverse cultural, social and intellectual resources, promoting their widespread appreciation, and connecting them to desired improvements in teaching and learning
YOUR SCORE FOR CRITERION 4B:			
4B COMMENTS (IF ANY):			
4C. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	a. Points to lack of family and caregiver involvement as a key explanation for lack of achievement	a. Approves or takes actions intended to increase family and caregiver support for the district, but does not track their success	a. **Builds and sustains positive relationships with families and caregivers**	a. Builds sustainable, positive relationships between the district and its families and caregivers, and enables them to take on significant roles in ongoing improvement efforts
YOUR SCORE FOR CRITERION 4C:			

4C COMMENTS (IF ANY):	

Domain 5 – Integrity, Fairness, and Ethics: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

CRITERION	Score definition/example/illustration/evidence to look for			
	Ineffective 1	**Developing 2**	**Effective 3**	**Highly Effective 4**
5A. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)*	a. Associates "accountability" with threats and blame for students' academic and social difficulties b. Makes decisions based on self-interest and/or is caught off guard by consequences of decisions, responding by denying, becoming defensive or ignoring them. c. Blames mandates for decisions or actions that challenge the integrity or ethics of the district or its various stakeholders	a. Focuses on accountability for the academic and social success of students whose test results threaten the district's standing b. Makes decisions and takes actions without considering consequences, dealing with them if and when they occur c. Assumes responsibility for decisions and actions related to mandates .	**a. Ensures a system of accountability for every student's academic and social success** **b. Considers and evaluates the potential moral and legal consequences of decision-making** c. Assumes responsibility for thoughtfully considering and upholding mandates so that the district can successfully tread the line between compliance and moral and ethical responsibility .	a. Enables an approach to district wide "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success b. Engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions c. Promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the district's learning and work and align with its ethical

				and moral beliefs
YOUR SCORE FOR CRITERION 5A:				
5A COMMENTS (IF ANY):				
5B. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	a. Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others b. Pays lip service to values related to democracy, equity and diversity c. Implements strategies that group and label students or professionals with specific needs, isolating them from the mainstream	a. Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others b. Holds others accountable for upholding the values of democracy, equity and diversity c. Asserts that individual student and professional needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	a. **Models principles of self-awareness, reflective practice, transparency, and ethical behavior** b. **Safeguards the values of democracy, equity, and diversity** c. **Promotes social justice and ensures that individual student needs inform all aspects of schooling**	a. Engages stakeholders in identifying, describing and determining how to replicate exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior b. Provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity c. Creates processes that embed social justice into the fabric of the district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions
YOUR SCORE FOR CRITERION 5B:				
5B COMMENTS (IF ANY):				
5C. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school*	a. Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others	a. Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in	a. **Models principles of self-awareness, reflective practice, transparency, and ethical behavior**	a. Engages stakeholders in identifying, describing and determining how to replicate exemplars of self and cultural awareness, reflective practice, transparency and

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environment and are shared by its stakeholders)	b. Pays lip service to values related to democracy, equity and diversity c. Implements strategies that group and label students or professionals with specific needs, isolating them from the mainstream	others b. Holds others accountable for upholding the values of democracy, equity and diversity c. Asserts that individual student and professional needs should inform all aspects of schooling, but has difficulty putting these beliefs into action	b. **Safeguards the values of democracy, equity, and diversity** c. **Promotes social justice and ensures that individual student needs inform all aspects of schooling**	ethical behavior b. Provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity c. Creates processes that embed social justice into the fabric of the district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions
YOUR SCORE FOR CRITERION 5C:				
5C COMMENTS (IF ANY):				

Domain 6 – Political, Social, Economic, Legal and Cultural Context: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

CRITERION	Score definition/example/illustration/evidence to look for			
	Ineffective **1**	**Developing** **2**	**Effective** **3**	**Highly Effective** **4**
6A. Sustainability *(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the*	a. Appears unaware of decisions made outside of own district that affect student learning b. Waits for instruction from the Board on how to respond to emerging trends or	a. Reacts to regional, state and national decisions affecting student learning b. Continues to rely on the same leadership strategies that have served well in the past, even in the face of newly	a. **Acts to influence local, district, state, and national decisions affecting student learning,** within and beyond their own district b. **Assesses, analyzes, and anticipates emerging trends**	a. Engages the entire district community and its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and

legacy of the future)	initiatives	emerging trends and initiatives, and/or copies others who they view as leaders in the field	**and initiatives in order to adapt leadership strategies**	learning b. Draws upon own perspectives, expertise and leadership as well as those of various stakeholders to respond proactively to emerging trends and initiatives, ensuring the resilience of the district, its growth, learning and improvements
YOUR SCORE FOR CRITERION 6A:				
6A COMMENTS (IF ANY):				
6B. Culture *(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)*	c. Advocates for self and own interests	c. Advocates for selected causes	c. **Advocates for** district's **children, families, and caregivers**	c. Guided by the district's vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another
YOUR SCORE FOR CRITERION 6B:				
6B COMMENTS (IF ANY):				

General: Using the rubric above, please respond to the following questions:

What do you consider the Superintendent's greatest strengths and/or accomplishments?	
What are the Superintendent's areas/opportunities for improvement?	
Please provide any general comments that you care to share regarding the Superintendent's performance, skills, and/or accomplishments this year	