

# DRAFT District 97 Oak Park Superintendent Evaluation

Based on the

Illinois State Board of Education

Performance Evaluation Advisory Council

State Model for Principal Evaluation

**Section A: Evaluation of Superintendent Practice:** the “superintendent practice” portion of the superintendent evaluation will comprise 75% of the overall superintendent evaluation. The framework for the evaluation of superintendent practice utilizes the Illinois Standards for Principal Evaluation (Appendix A).

## **Process for determining the Summative Rating on Superintendent Practice**

- **Step A1: Fall of the academic year for which this evaluation system applies:**
  - The evaluation and the evaluation process are agreed upon by board vote.
  - The board members define how the data gathered against the superintendent practice standards will be used to determine a summative practice rating
- **Step A2: By June 1 of the academic year for which this evaluation system applies:** Superintendent will utilize the rubric in Appendix B to complete a self-assessment for the six standards listed in the Illinois Performance Standards for School Leaders in Appendix A. The superintendent’s rating for each of the six standards listed in Appendix A will be provided to the board members no later than June 1 of each calendar year (i.e. the superintendent reported that for Standard 1 (“Living a Mission and Vision Focused on Results”) he/she rated him/herself ‘Distinguished’, ‘Proficient’, ‘Basic’, or ‘Unsatisfactory’). The board members will use the information provided in the self-assessment as one input to the overall evaluation of superintendent practice.
- **Step A3: Summer of the academic year for which this evaluation system applies:** Ratings by individual board members:
  - Each board member chooses a performance rating for each of the six standards in Appendix A based on the scoring for the related, individual rows of the standard found in Appendix B using the following protocol:
    - If the superintendent provides evidence of performance for at least 75% of the descriptors listed in that section of Appendix B at a specific level of performance (e.g., Proficient), the superintendent should be rated at that level of performance (i.e., Proficient) for that standard.
    - If a superintendent demonstrates performance for a standard that is split between 2 levels in that section of Appendix B (excluding Distinguished), the superintendent’s evaluator will use her/his discretion to determine the level most appropriate for that standard
    - In order to receive a Distinguished rating on a standard, a superintendent must demonstrate at least 75% of the Distinguished descriptors for that section of Appendix B (and any descriptors not Distinguished must be Proficient).
  - The board member identifies the strength(s) and growth area(s) of the superintendent within that standard of Appendix A

- The board member repeats this process for each of the six standards.
- The board member rates the 'superintendent practice' using the following criteria
  - **Distinguished** – At least 4 standards rated as “Distinguished” including Improving Teaching and Learning; no “Basic” ratings
  - **Proficient** – At least 4 standards rated as “Proficient” including Improving Teaching and Learning
  - **Basic** – At least 3 standards rated as “Basic” including Improving Teaching and Learning
  - **Unsatisfactory** – Any standard is rated as “Unsatisfactory”
- **Step A4: Summer of the academic year for which this evaluation system applies:** Board discusses their individual ratings and reaches consensus on the performance rating for each standard in Appendix A based on a discussion of individual board member’s scoring for individual rows of the standard found in Appendix B using the protocols in Step 3 (above). The board member reach consensus to identify the strength(s) and growth area(s) of the superintendent within each of the six standards listed in Appendix A.
- **Note Steps A1, A2, and A4 will be completed as a mid-year evaluation by January 30<sup>th</sup> of the academic year for which this evaluation system applies.**

**Section B: Student Growth for Superintendent Evaluation:** the “Student Growth for Superintendent Evaluation” portion of the superintendent evaluation will comprise 25% of the overall superintendent evaluation. The framework for the Superintendent’s Evaluation’s evaluation of superintendent practice utilizes the Illinois Standards for Principal Evaluation (Appendix A).

- **Step B1: Prior to October 1 of the academic year for which this evaluation system applies:** Board reaches agreement on which assessments, data, and targets will be used to judge student growth for the year, and specify the weights of each outcome and target. The superintendent’s evaluation would include a student growth component that is aligned with the evaluation system for our principals and assistant principals.

In order to align with the principal and assistant principal evaluation systems, the following definitions and protocol will be followed:

- Definition of Student Growth: A measurable change in student outcomes at the school level.
- Including Students in Growth Calculation - A student will be included in the student growth metric as long as the student has been assigned to the school long enough to have at least two data points on a comparable assessment (e.g. 2012 ISAT and 2013 ISAT, or a beginning of year assessment and mid-year assessment within an aligned interim assessment system.)
- 25% of the superintendent evaluation is comprised of student growth based on academic assessments in 2012-2013: “Academic” is defined as any instructional area for which Illinois state standards exist
- The student growth portion of the superintendent evaluation can focus on similar academic assessments of growth, or on a broader set of student outcome measures (see Appendix C for sample list)

**Student Growth Composition for Superintendent Evaluation:**

<b>Element</b>	<b>Assessment/Outcome</b>	<b>Measure</b>
25% Student Growth on Academic Assessments	6.25% based on growth on the Reading Progress Indicator Assessment by the Fast ForWord Program.	Using Fast ForWord Language V2, on average, 3 <sup>rd</sup> grade students in the district will make more than typical growth for the time period spent on the product as measured by the Reading Progress Indicator Assessment.
	6.25% based on growth on the DIBELS assessment.	Using Dynamic Indicator of Basic Early Literacy Skills (DIBELS), the percentage of kindergarten through second-grade students in the district not at benchmark will decrease by 10 percent, as measured from Fall to Winter.
	6.25% based on growth on the reading MAP assessments.	Winter MAP scores in reading for 6 <sup>th</sup> grade Low-income African American students (not excluding IEP students) will be monitored and compared with Fall MAP scores. 50% of the general education students in this cohort will increase their reading MAP scores by at least 2 RIT points. 50% of the IEP students will show growth in their RIT scores.
	6.25% based on growth on the MAP math assessments.	Winter MAP scores in math for 6 <sup>th</sup> grade Low-income African-American students will be monitored and compared to the MAP scores from the Fall. 50% of the students in this cohort will increase their math MAP score by at least 2 RIT points. 50% of the IEP students will show growth in their RIT scores.

\* Given timing of state test data and the March 1 evaluation completion requirement, these measures will not be available for first year superintendents and districts will need to use an additional interim assessment in place of the ISAT data.

- **Step B2: Within one week of the end of the school year:** Superintendent will provide board with relevant data
- **Step B3: Summer at end of academic year that is being evaluated:** Board will use the student data to determine the Student Growth Performance Level

**Defining Student Growth Performance Levels:**

- **Exceeds Goal** - Exceeds the target for a majority of the student growth measures; meets all targets
- **Meets Goal** - Meets or exceeds the target for a majority of the student growth measures; does not have negative growth on any measures
- **Minimal Growth** - Meets only 1 or 2 student growth targets; has no more than one measure with negative growth results
- **No Growth or Negative Growth** - Does not meet any student growth targets; demonstrates negative growth on one or more measures

## Section C: Summative Rating

**Step C1: Summer at end of academic year that is being evaluated:** Board will use the following Summative Rating Matrix to combine Superintendent Practice Evaluation Ratings and the Student Growth for Superintendent Evaluation

Summative Rating Matrix:

	Rating of Superintendent Practice				
		Distinguished	Proficient	Basic	Unsatisfactory
Rating of Student Growth	Exceeds Goal	EXCELLENT	EXCELLENT	PROFICIENT	Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING
	Meets Goal	EXCELLENT	PROFICIENT	PROFICIENT	Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING
	Minimal Growth	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	Experienced Superintendents: UNSATISFACTORY
					First Year Superintendents: NEEDS IMPROVEMENT
	No Growth/ Negative Growth	Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING	Gather Further Information—EVALUATOR JUDGMENT DETERMINES RATING	Experienced Superintendents: UNSATISFACTORY	Experienced Superintendents: UNSATISFACTORY
				First Year Superintendents: NEEDS IMPROVEMENT	First Year Superintendents: NEEDS IMPROVEMENT

## **A p p e n d i x A**

### **Illinois Standards for Principal Evaluation --Provided For Your Reference--**

## ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Standard	Indicator	Standard	Indicator
<p><b>I. Living a Mission and Vision Focused on Results</b></p> <p>The principal 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</p>	<ul style="list-style-type: none"> <li>a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners</li> <li>b. Ensures that the school's identity, vision, and mission drive school decisions</li> <li>c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results</li> </ul>	<p><b>IV. Building and Maintaining Collaborative Relationships</b></p> <p>The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school</p>	<ul style="list-style-type: none"> <li>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies</li> <li>c. Proactively engages families and communities in supporting their child's learning and the school's learning goals</li> <li>d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</li> </ul>
<p><b>II. Leading and Managing Systems Change</b></p> <p>The principal 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</p>	<ul style="list-style-type: none"> <li>a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement</li> <li>b. Creates a safe, clean and orderly learning environment</li> <li>c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets</li> <li>d. Employs current technologies</li> </ul>	<p><b>V. Leading with Integrity and Professionalism</b></p> <p>The principal works with the school 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</p>	<ul style="list-style-type: none"> <li>a. Treats all people fairly, equitably, and with dignity and respect</li> <li>b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff</li> <li>c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view</li> </ul>
<p><b>III. Improving Teaching and Learning</b></p> <p>The principal works with the 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</p>	<ul style="list-style-type: none"> <li>a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance</li> <li>b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes</li> <li>c. Implements student interventions that differentiate instruction based on student needs</li> <li>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</li> <li>e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system</li> <li>f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</li> <li>g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development</li> <li>h. Advances Instructional Technology within the learning environment</li> </ul>	<p><b>VI. Creating and Sustaining a Culture of High Expectations</b></p> <p>The principal 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</p>	<ul style="list-style-type: none"> <li>a. Builds a culture of high aspirations and achievement and for every student</li> <li>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</li> <li>c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical</li> </ul>

**Appendix B**  
**Rubric of District 97**  
**Superintendent Evaluation Standards**

**EVALUATING PRACTICE OF THE SUPERINTENDENT**

**I. LIVING A MISSION, 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
<b>a.Coordinates efforts 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</b>					
Collaborates to Develop and Maintain a Shared Vision of High Expectations	Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students	Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision	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	<ul style="list-style-type: none"> <li>There is visible alignment between the vision and the district goals [observations and artifacts: the District’s School Improvement Plans, District Report Cards, School Report Cards, and grade level goals]</li> <li>District vision and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders]</li> <li>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 [observations and artifacts: the Comprehensive District Plan, School Improvement Plans and the building staff development plan]</li> <li>Written values and beliefs reflect high expectations for all students [observations and artifacts: district level, school level, and grade level goals]</li> </ul>

**b. Ensures that the district's identity, vision, mission, drive district decisions**

Ensures vision and mission drive district decisions	Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions	Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions	Refers to district vision when making decisions but may not be guided by the vision	Actions contradict the district vision or demonstrate inconsistency between stated beliefs and actions	<ul style="list-style-type: none"> <li>District wide goals and vision are shared and widely known within the district community [observations and artifacts: posters and newsletters]</li> <li>Parents, staff and others are clear about academic expectations and guidelines [observations and artifacts: academic guidelines, parent handbooks]</li> <li>Staff meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes]</li> </ul>
Confronts Low Expectations	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates courses and grading policies that contradict the vision and mission	Consistently addresses staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision and mission	Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission	Does not confront staff who have low expectations for some or all students	<ul style="list-style-type: none"> <li>Academic work and guidelines are shared with parents, staff and others to ensure that expectations are clear to all [observations and artifacts: academic guidelines]</li> <li>Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans]</li> <li>Rigorous course content is accessible to all students [observations and artifacts: student's course load, schedules, and sub-group data]</li> </ul>

**c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.**



Conducts difficult Conversations to Improve Student Results	Builds the capacity of other leaders within the district 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	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results	<ul style="list-style-type: none"> <li>District staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: district and school development plans]</li> <li>Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff development plans]</li> <li>District staff and building faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes]</li> </ul>
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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.**

Element	Distinguished	Proficient	Basic	Unsatisfactory	Examples of Evidence
<b>a. Develops, implements, and monitors the outcomes of the Comprehensive District Plan and district wide student achievement data results to improve student achievement</b>					
Assesses the Current State of District Performance	Completes a comprehensive assessment of the district's strengths/weaknesses including an assessment of the district practices and student learning outcomes	Assesses the district by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' Comprehensive District Plan and previous years' School Improvement Plan to track, and	Uses limited data to assess current student achievement results and district practices	Does not assess the current state of the district and/or does not use data to assess student achievement or overall district performance	<ul style="list-style-type: none"> <li>Uses disaggregated student data to determine the current state of the district [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, Comprehensive District Plan and the School Improvement Plans]</li> <li>Comprehensive District Plan and School Improvement Plans reflects current state of the district and schools developed through analysis of disaggregated data [observations and artifacts: grade level targets, analysis of data, RTI</li> </ul>

		review progress			data and team minutes, formative and summative assessment analysis, Comprehensive District Plan, and the School Improvement Plans]
Develops a Comprehensive District Plan	Uses a comprehensive analysis of the district to determine appropriate school, grade, and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed Comprehensive District Plan that identifies a strategy to reach district-wide targets and goal	Uses the outputs from a district-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; names milestones and benchmarks of student progress and develops a Comprehensive District Plan that identifies a strategy to reach district-wide targets and goals	Uses limited data to identify priority areas for improvement and sets some measurable district-wide goals; names a few milestones and benchmarks of student progress and develops a Comprehensive District Plan that identifies a limited strategy to reach district-wide goals	Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a Comprehensive District Plan and/or creates a plan that is not aligned to district priorities for improvement	<ul style="list-style-type: none"> <li>The Comprehensive District Plan and School Improvement Plans identify strategies to reach district, school, and grade level goals [observations and artifacts: the Comprehensive District Plan, the School Improvement Plans, presentation or materials on data and how data will be used]</li> <li>Grade level targets are derived from the assessment of the current state and support the Comprehensive District Plan, School Improvement Plans [observations and artifacts: district level targets, school level targets, grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Comprehensive District Plan and the School Improvement Plans]</li> </ul>
Maintains a Focus on Results	Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within the district, specific schools, grades, or content areas including continuous review of disaggregated data for student groups who have	Demonstrates focus on improving student achievement results; keeps the district-wide present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and	Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the district and implements a	Does not maintain focus on improving results or meeting district goals - rarely refers to goals and does not identify and/or implement strategies to reach results	<ul style="list-style-type: none"> <li>District staff and school Faculty assume shared accountability to reach goals [observations and artifacts: district staff goals aligned to district goals, staff goals aligned to district goals, school goals, district development plan, school staff development plan, and team meetings focus on student results]</li> <li>District staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, and analysis of disaggregated</li> </ul>

	traditionally not been successful in the district and the schools.	review progress, and adjusts strategies	limited number of strategies to reach results		data] <ul style="list-style-type: none"> <li>Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs]</li> </ul>
<b>b. Creates a Safe, Clean and Orderly Learning Environment</b>					
Builds, evaluates and develops a team of educators and support staff to ensure the learning environments are safe, clean, and orderly	Plans for and implements facility and equipment expansions & improvements and identifies creative solutions to maximize and share space; complies with all components of safety drills and conducts 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; supervises facilities and equipment management to enhance learning and ensures that the school environments are safe; comply 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	<ul style="list-style-type: none"> <li>School buildings are clean and safe-all basic facilities are in working order [observations and artifacts; bathrooms, windows, sinks, locks]</li> <li>District's physical plants support major academic priorities/initiatives [observations and artifacts: reading nooks, improved libraries, enhanced computer labs, comfortable staff lounges/meeting areas]</li> </ul>
<b>c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately.</b>					
Allocates Resources to Support Student Learning	Continually assesses and reassesses resources and creatively utilizes and leverages existing district and school resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively	Sees the district's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and	Unable to accurately assess and/or leverage district and school resources; does not effectively manage budget	<ul style="list-style-type: none"> <li>Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: district staff development plan, building staff development plan, related budgets, professional learning structures, Comprehensive District Plan and School Improvement Plans]</li> </ul>

	achievement of Comprehensive District Plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their functional area and/or school.	plans and manages a fiscally responsible budget that supports the district's goals, and ensures district is financially secure in the long-term	managing a budget that supports district's goals		<ul style="list-style-type: none"> <li>Finances and other resources are aligned with strategic priorities and are meeting all federal and state financial rules and audit guidelines [observations and artifacts: budget and run rate]</li> <li>Support Staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the Comprehensive District Plan and the School Improvement Plans [observations and artifacts: teacher schedules, the Comprehensive District Plan, the School Improvement Plan, and district budget]</li> </ul>
Prioritize s Time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting or low-impact activities	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities	<ul style="list-style-type: none"> <li>Organizes adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: District staff development plan, school building staff development plan, and calendar of professional learning]</li> <li>School time is focused on the improvement of student achievement in alignment with the Comprehensive District Plan, the School Improvement Plan and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data]</li> </ul>
<b>d. Utilizes current technologies to support leadership and management functions</b>					
Employs Current Technologies	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with	Identifies and consistently applies new technologies to improve and support leadership and management	Demonstrates limited knowledge and application of current technologies to support leadership	Does not utilize current technology to support leadership and management	<ul style="list-style-type: none"> <li>Communication among leadership, staff, students and parents utilizing current technological tools</li> <li>Models incorporation of various current technological hardware and software resources/tools.</li> </ul>

	students, staff and parents.	functions	and management functions	functions	
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**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
<b>a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing 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.</b>					
Implements Curricular Scope and Sequence	Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence	Improves components of the instructional scope and sequence to improve alignment with year- end goals	Attempts to ensure scope and sequence are aligned with year- end goals	Does not or cannot ensure scope and sequence align to year end goals	<ul style="list-style-type: none"> <li>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 [observations and artifacts: assessment calendar and grade and content curriculum guide]</li> </ul>
Reviews Instructional Practices	Regularly assesses instructional practices and builds teacher 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	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented district-wide and supports teacher development around those practices	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices	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	<ul style="list-style-type: none"> <li>Staff have a broad repertoire of instructional strategies that they reference in their lesson plans [observations and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan]</li> <li>Throughout the district, school, classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards [observations and artifacts: staff lesson plans, walkthroughs, teacher observations and evaluations]</li> <li>Consistent practices are observable across multiple classrooms [observations and artifacts: lesson plans, walkthroughs and teacher</li> </ul>

					observations
<b>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</b>					
Implements Data Driven Decision Making	Consistently uses and analyzes 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	Uses data sources to drive instructional decisions, prioritize district wide areas of improvement and to identify a few targeted district wide strategies for instructional improvement	Uses a few data sources to drive instructional direction and uses data appropriately to identify district wide areas of improvement	Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices	<ul style="list-style-type: none"> <li>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 [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Comprehensive District Plan, School Improvement Plan, and evidence of how data is used]</li> <li>Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Comprehensive District Plan, the School Improvement Plan, and evidence of how data is used]</li> <li>Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, student work and evidence of data use in team meetings and planning]</li> </ul>
Implements Data Driven Instruction	Supports and develops staff ability to analyze data to identify and prioritize	Multiple sources are used to drive instructional decisions and uses data	Supports staff in using data to identify/prioritize needs; data	Unable to lead staff through continuous data review or lacks consistency in	<ul style="list-style-type: none"> <li>Continuous data review process is in place to ensure that students learned taught material [observations and artifacts: analyses of interim and formative assessments, classroom</li> </ul>



n	needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals	appropriately to identify/prioritize district-wide and school-wide areas of improvement; data is routinely used to identify and adjust district-wide and school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers	is used to drive district-wide and school-wide practices	implementation	<p>observations, and re-teaching based on results]</p> <ul style="list-style-type: none"> <li>Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, school level performance data, district level performance data, individual student performance data, and evidence of data use in teacher team meetings, administrative team meetings, and planning]</li> <li>Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers]</li> </ul>
<b>c. Implements student interventions that differentiate instruction based on student needs</b>					
Uses Disaggregated Data	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress	Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify district wide, school wide and individual students' learning gaps and to determine appropriate interventions	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data	Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	<ul style="list-style-type: none"> <li>Differentiated classroom activities based on students' reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work]</li> <li>Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the Comprehensive District Plan, the School Improvement Plan, and evidence of how data is used]</li> <li>Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning</li> </ul>

					<p>on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction]</p> <ul style="list-style-type: none"> <li>• Most effective teachers are teaching the students with the greatest needs for growth [observations and artifacts: student data, teacher evaluation data]</li> </ul>
<b>d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>					
Selects and Assigns Effective Teachers and Principals	Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths	Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas	Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement	Has no selection criteria and the determination for why teacher selection occurs is not transparent	<ul style="list-style-type: none"> <li>• Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions]</li> </ul>
Retains Effective Teachers and Administrators	Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based	Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers, overtime tracks	Has no clear retention plan in place	<ul style="list-style-type: none"> <li>• Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: district retention data, new staff supports, staff climate survey, and exit interview data]</li> <li>• High percentage of teachers who are rated effective stay in the district [observation and artifacts: district retention data, new staff supports, staff climate survey, and exit interview</li> </ul>



	Uses multiple data sets including administrator evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	on effectiveness Identifies effective administrators and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness	retention rates Implements a formal retention strategy that uses administrator evaluations to determine which administrators will be given retention offers, overtime tracks retention rates		data] <ul style="list-style-type: none"> <li>Retention of administrators and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: district retention data, new staff supports, staff climate survey, and exit interview data]</li> <li>High percentage of administrators who are rated effective stay in the district [observation and artifacts: district retention data, new staff supports, staff climate survey, and exit interview data]</li> </ul>
Creates a Succession Plan	Builds a leadership pipeline. Develops and regularly updates 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.	Explicitly builds systems that encourage talent to grow in the district, and develops multiple successors for principal roles and his/her own position.	Maintains adequate 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.	Does not build a formal succession plan	Staff members from within the district successfully take on additional roles and responsibility [observation and artifacts: system for developing leaders in place, district succession plan updated during the year]

**e. 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.**

<p>Observes Staff and Gives Feedback</p> <p>Ensures that principals observe Staff and Give Feedback</p>	<p>Ensures that 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.</p>	<p>Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback.</p>	<p>Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need</p>	<p>Observations are infrequent and inconsistent; feedback is vague and general</p>	<ul style="list-style-type: none"> <li>• Observation protocol/practice includes not only consistent district-wide expectations but individual administrator development areas [observation and artifacts: schedule of administrator observation and feedback meetings; written administrator evaluations, and administrator goal setting worksheets]</li> <li>• Administrators receive frequent observations and actionable feedback [observation and artifacts: observation records, administrator goal setting worksheets and written feedback]</li> <li>• 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 [observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets]</li> <li>• Teachers receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher goal setting worksheets and written feedback]</li> </ul>
<p>Evaluates Staff</p> <p>Ensures that Principals Evaluate Staff</p>	<p>Completes 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;</p>	<p>Implements a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes</p>	<p>Attempts to implement and communicate a clear evaluation process that includes limited observation and student</p>	<p>Does not have a clear or consistent evaluation processes; does not complete evaluation</p> <p>Principals do not have a clear or consistent evaluation processes; principals do not complete evaluations</p>	<ul style="list-style-type: none"> <li>• Performance expectations are clear and aligned with district's policies, the district mission, and district wide expectations [observation and artifacts: written administrator evaluations aligned to student achievement goals, improvement plans for under performing staff]</li> <li>• Rigorous completion of the full evaluation process is completed for every administrator</li> </ul>

	<p>ensures 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</p> <p>Ensures 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; ensures 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</p>	<p>Ensures that principals implement a goal setting process, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes</p>	<p>outcome data</p> <p>Principals attempt to implement and communicate a clear evaluation process that includes limited observation and student outcome data</p>		<p>[observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time]</p> <ul style="list-style-type: none"> <li>At the school level, performance expectations are clear and aligned with district's policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to student achievement goals, improvement plans for under performing staff]</li> <li>At the school level, rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time]</li> </ul>
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**f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance**

Develops an Instructional Team	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work	Ensures that effective teacher teams use student learning data and student work to advance student outcomes	Introduces common team structures and expectations for teacher teams	Does not create consistent teacher team structures	<ul style="list-style-type: none"> <li>Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration]</li> <li>Instructional teams support adult learning and student achievement [observation and artifacts: teacher team conversations about formative student data, teacher team meetings about instructional strategies, instructional consistency, instructional development of staff, building staff development, evaluation data]</li> </ul>
<b>g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose</b>					
Implements Professional Learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities	Relies on whole group development sessions including trainings on how data should be used, with some specific supports	Does not offer professional development and support that is timely, relevant or differentiated	<ul style="list-style-type: none"> <li>Principal-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: principal team meetings, district staff development plan, and peer visitations]</li> <li>Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: teacher team meetings, building staff development plan, and peer visitations]</li> <li>Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans [observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan]</li> <li>Structures are established for job-</li> </ul>

					embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration]
<b>h. Advances Instructional Technology within the learning environment</b>					
Promoting Growth of Technology	Actively supports the implementation of technology to enhance student growth	Understands and encourages implementation of technology to enhance student growth	Demonstrates limited knowledge of instructional technology and its promotion of learning	Does not support the use of instructional technology within the learning environment	<ul style="list-style-type: none"> <li>• A culture and expectation of employing a creative use of technology within the district.</li> <li>• Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments.</li> <li>• Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment</li> <li>• Implements and evaluates technological resources and applicable utilizations.</li> </ul>

**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
<b>a. Creates, develops and sustains relationships that result in active student engagement in the learning process</b>					
Builds On-going Relationships	Develops district-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups	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 develop positive relationships and/or undermines positive relationships that exist	<ul style="list-style-type: none"> <li>• Processes are in place to ensure multiple opportunities for district staff to meet, interact and work with families and members of the community [observations and artifacts: building climate survey results, community and university partnerships]</li> <li>• Staff and community members report are positive relationships with the superintendent and other members of the district [observations and artifacts: school climate survey]</li> </ul>

b.Utilizes meaningful feedback of students, staff, families, and community in the evaluation of district programs and policies					
Includes Multiple Voices and Perspective	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the district's instructional program	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices	Is disrespectful and/or excludes voices from community forums to discuss district performance	<ul style="list-style-type: none"> <li>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]</li> </ul>
c. Proactively engages families and communities in supporting their child's learning and the district's learning goals					
Engages Families	Continuously creates two-way links between family presence in the school environment and the instructional program	Respectfully 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	<ul style="list-style-type: none"> <li>Families are included and invested in the school community [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy]</li> <li>Families are aware of learning expectations and strategies to support student learning outside the school day [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy]</li> </ul>
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively					
Builds Capacity to Manage Change	Creates space for staff, students, and families to share feelings about change and supports the community while describing the	Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively	Articulates that change will raise emotions and attempts to support staff,	Does not recognize the role that the change process will have on the district community; does not support staff in changing staff values,	<ul style="list-style-type: none"> <li>Staff are supported through the change process [observations and artifacts: professional development on the research on change]</li> <li>District improvement outlines multiple</li> </ul>

	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	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	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	beliefs, assumptions, and/or habits of behavior that may not match the district vision	tactics and strategies and can be adapted to reach identified goals [observations and artifacts: the Comprehensive District Plan, School Improvement Plan, formative and summative evaluation data]
Demonstrates Personal Resolve and Response to Challenges	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	Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges	Sometimes 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	<ul style="list-style-type: none"> <li>Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and board member observation]</li> </ul>



**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
<b>a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff</b>					
Models Equity and Dignity	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed	Meets all legal requirements for work relationships; 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	<ul style="list-style-type: none"> <li>All staff are treated with respect and conflicts are dealt with quickly and efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data]</li> </ul>
<b>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</b>					
Protects Rights and Confidentiality	Ensures that all staff are informed about FERPA and develops systems to ensure that on-going training and monitoring occur	Follows FERPA 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	Implements most parts of FERPA in a manner consistent with the law; 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	<ul style="list-style-type: none"> <li>Staff are aware of the laws, policies, procedures and guidelines around student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights]</li> <li>Parents are aware of their rights [observations and artifacts: district policies, parent handbook, protocols for</li> </ul>



		student's home life confidential)			sharing IEP minutes]
<b>c. Create and supports a climate that values, accepts and understands diversity in culture and point of view</b>					
Recognizes the Strengths of a Diverse Population	Recognizes and integrates the learning opportunities that come from a diverse community	Examines and addresses any district structures, district practices, school structures, and school practices that limit the participation of groups of students and families	Demonstrates personal comfort talking about diversity and culture and takes the steps to develop a personal skill set	Demonstrates limited awareness of the impact of diversity on student learning	<ul style="list-style-type: none"> <li>District and schools actively create opportunities for all community members to support diverse student needs [observations and artifacts: professional learning activities build capacity of staff to support diverse student needs]</li> <li>Opportunities exist for students to be in diverse settings and to learn about diverse cultures [observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity]</li> </ul>
Creates a Culturally Responsiveness Climate	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the schools	Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural incompetence	Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students	<ul style="list-style-type: none"> <li>Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity [observations and artifacts: district staff development plan, building staff development plan]</li> </ul>

		of cultural incompetence			
Engages in Courageous Conversations about Diversity	Develops staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Builds the district's and community's collective capacity by initiating direct conversations about culture and diversity, and how they impact student learning	Actively seeks opportunities to engage in courageous conversations about diversity and culture	Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors	<ul style="list-style-type: none"> <li>Community conversations about culture and diversity occur regularly [observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity to initiate conversations about culture and diversity]</li> </ul>

**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
<b>a. Builds a culture of high aspirations and achievement for every student</b>					
Links Aspiration to College and Career Opportunities	Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career	Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities	Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities	Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities	<ul style="list-style-type: none"> <li>Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment]</li> <li>Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort]</li> <li>Students and families engage in rich college-going and career access experiences [observations and artifacts:</li> </ul>

	aspirations				<p>community partnerships, field trips, career day, family college and career awareness]</p> <ul style="list-style-type: none"> <li>Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets]</li> </ul>
Develops a Student Goal Setting Process	Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning	Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year	Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals	Does not create or support goal setting structures for students	<ul style="list-style-type: none"> <li>Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys]</li> </ul>
<b>b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the district's vision and mission</b>					
Translates the District's Values into Specific Behaviors	Translates the district's values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders	Translates the district values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about that values and behaviors to students	Attempts to translate the district values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors	Does not make values or behavioral expectations clear to staff or students	<ul style="list-style-type: none"> <li>Values and behaviors are referenced in daily school structures: [observations and artifacts: Comprehensive District Plan, School Improvement Plans, PBIS building plans, code of conduct, parent/student handbooks, and referral logs - discipline, tardies, absences]</li> <li>A system of positive and negative consequences is consistent with the district values (with age appropriate differentiation) across classrooms, grades and content areas [observations</li> </ul>

					<p>and artifacts: PBIS plan for buildings, code of conduct, parent/student handbooks, referral logs - discipline, tardies, absences]</p> <ul style="list-style-type: none"> <li>• Written values and beliefs reflect high expectations for all students [observations and artifacts: district level, school level, and grade level goals]</li> </ul>
Develops a Code of Conduct	Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors	Develops clear expectations for student conduct based on the district values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented	Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with district values and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past	Tolerates discipline violations and enforces code of conduct inconsistently	<ul style="list-style-type: none"> <li>• District-wide code of conduct aligned with district and school priorities is in place [observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred]</li> <li>• Code of conduct is consistently implemented across all schools and classrooms [observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors]</li> </ul>
<b>c. Leads a district culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical</b>					
Creates a Culture that Supports Social Emotional Learning	Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness;	Trains adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-	Shares the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a	Does not share or implement the Illinois Social-Emotions Learning Competencies; does not assess student SEL skills and does not	<ul style="list-style-type: none"> <li>• Adults support SEL skill development [observations and artifacts: referral data, student survey]</li> <li>• Students demonstrate an increase in SEL skills [observations and artifacts: student referral data, student surveys, positive relationship]</li> </ul>

	relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills	management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports	limited amount of tools and assessments to gauge the SEL skills of students	support the development of SEL skills	<ul style="list-style-type: none"> <li>• Appropriate socio-emotional supports are provided to all students [observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data]</li> <li>• Core components of social, emotional, behavioral supports are in place to support student learning [observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships]</li> </ul>
Creates a Culture that Supports Effective Effort	Creates structures 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	Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student	Introduces 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	<ul style="list-style-type: none"> <li>• Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort]</li> <li>• Students describe and demonstrate effective effort behaviors and beliefs across schools and classrooms [observations and artifacts: communication service and student work]</li> </ul>

## **A p p e n d i x C**

### **General Rules for Student Growth**

## Appendix C

### General Rules for Student Growth

**1. Definition of Student Growth for Superintendent Evaluation** - A measurable change in a student's or group of students' knowledge or skills between two or more points in time

**2. Defining Significant Factor for Superintendent Evaluation** - Require student growth to be at least **30%** of the Superintendent evaluation.

**3. Rules for Assessments used in Superintendent Evaluation:**

- The student growth portion of the superintendent evaluation must be based on academic assessments
  - "Academic" is defined as any instructional area for which Illinois state standards exist
- Require the use of multiple academic assessments
- Districts may use any assessments that meet the definition of Type I and Type II for superintendent evaluation. Type III assessments may be used for schools serving a majority of students who are not administered a Type I or Type II assessment. In these situations, the qualified evaluator and superintendent may identify at least two Type III assessments to be used to determine student growth.
- State assessments may be used as one of the measures of student growth
- When the state has a school-level value added score available for all schools in the state, this value-added score must comprise a majority of student growth

**5. Rules for Selecting Assessments and Setting Targets** - No later than October 1 of every calendar year, the board members must inform the superintendent which assessments and targets will be used to judge student growth for the year, and specify the weights of each assessment and target

**6. Rules for Including Students in Growth Calculation** - A student will be included in the student growth metric as long as the student has been assigned to the school long enough to have at least two data points on a comparable assessment (e.g. 2012 ISAT and 2013 ISAT, or a beginning of year assessment and mid-year assessment within an aligned interim assessment system.)

**7. Rules for Adjusting for Student Characteristics** - The board members shall determine how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be considered for each assessment and target chosen to ensure that they *best measure the impact that the school has on students' academic achievement*.

**8. Rules on Usable Data:**

- Superintendents must use the most recent administration of a selected assessment as the "end point" for any measures of student growth
- Growth between two assessment, even within one year (example – between a baseline assessment at the start of a year and an interim assessment in January), may be used as a valid measure of student growth within the superintendent evaluation

**9. Rules for Generating a Summative Rating on Student Growth** - the board members must specify how student growth results will be used to determine the summative rating of student growth.

**10. Other Student Outcomes Measures for Use in Superintendent Evaluation**

- Academic Measures:
  - Attainment measures on academic assessments
  - Cohort-to-cohort improvement measures on academic assessments

- Sub-group performance data on academic assessments
- Growth for ELL students
- Non-test Measures:
  - Attendance
  - Truancy
  - Excused/Unexcused Absences
  - Discipline information (referrals) – if district has consistent definitions and approach (ex. PBIS, student behavior programs)