

Multidimensional Superintendent Performance Rubric

Introduction

This rubric has been designed to support superintendents and Boards of Education as they work to make explicit connections between the actions, decisions and learning of school leaders and the improvements to teaching and learning in the schools they lead.

The MSPR has two major components. The first supports the use of the Educational Leadership Policy Standards: ISLLC 2008. This component is organized by ISLLC domain, with five dimensions, culled by clustering and categorizing the ISLLC “functions.” These dimensions (Culture, Sustainability, Instructional Program, Capacity Building and Strategic Planning Process) are consistent throughout this component, though not all appear in every domain. Descriptors are specific to each domain. The second component of the MSPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation.

The MSPR was designed to be flexible and maximize alignment between and among multiple uses and users, ideally supporting the development of a community of leaders committed to improving practice and learning, and so is meant to be used as a guide as well as an assessment tool. Some of the ways in which we can imagine this tool being used are outlined below.

Superintendents can use the tool:

- as a self-assessment
- to establish a baseline for professional goal setting
- as an ongoing touchstone for monitoring progress
- to provide a context for reflection
- to prompt professional inquiry and learning
- to support discourse around professional practice

Boards of Education can use the MSPR to:

- document baseline observations about superintendent’s practice
- support superintendents in setting and attaining goals
- uncover entry points for collaboration, influence and intervention
- support differentiation by aligning professional development opportunities and resources with needs
- monitor connections to and progress toward the district’s vision, goals, improved professional practice and student learning
- support diagnostic, formative and summative assessments
- provide purpose and context for evidence gathering and the use of data

Part 1: ISLLC Standards

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>a. claims to have a vision and mission for the district, but keeps it private</p> <p>b. unaware of or ignores the significance of developing and operationalizing aligned district, school and professional visions and missions</p> <p>c. disregards the need to use a district vision and mission to guide goals, plans, programs, policies, practices and/or actions</p>	<p>a. identifies the district’s vision and mission, and makes them public</p> <p>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</p> <p>c. refers to the district vision and mission as a document, unconnected to goals, plans, programs, policies, practices and/or actions</p>	<p>a. collaborates with key stakeholders in the district to develop and implement a shared vision and mission for learning</p> <p>b. encourages the development of school vision(s) and mission(s) that align with and support the vision and mission of the district</p> <p>c. explicitly links the district’s vision and mission to goals, plans, programs, policies, practices and/or actions</p>	<p>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</p> <p>b. promotes collaborative and ongoing review and refinement of district and school visions and missions to maximize alignment and focus on improved learning</p> <p>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</p>
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)</i></p>	<p>a. assumes that the district’s improvement is either an event or the responsibility of others</p>	<p>a. provides selected staff with opportunities to discuss district improvement efforts</p>	<p>a. has a process and structure in place for organizational improvement and uses it to assess the district</p>	<p>a. uses and regularly evaluates strategic processes and structures to promote the district’s and its schools’ continuous and sustainable improvement</p>

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>a. acknowledges the need for communication and collaboration</p> <p>b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices</p> <p>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</p>	<p>a. considers proposals for collaborative structures and projects</p> <p>b. encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>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</p>	<p>a. supports various teaming opportunities, common planning and inquiry time, and visitations within the district to increase learning and improve practice</p> <p>b. develops a culture of collaboration, trust, learning, 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)</p> <p>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</p>	<p>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</p> <p>b. nurtures and sustains a 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</p> <p>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</p>

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>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</p> <p>b. maintains a hands off approach to instruction</p> <p>c. minimizes time spent on quality instruction by initiating or approving policies, programs and/or actions that interrupt instructional time and distract from learning</p>	<p>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</p> <p>b. provides mixed messages related to expectations for instructional methodology and own understanding of “best practices”</p> <p>c. compromises time spent on instructional by allowing policies, programs and/or actions that disrupt instructional time and distract from learning</p>	<p>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</p> <p>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</p> <p>c. maximizes time spent on quality instruction by protecting it from policies, programs and/or actions that challenge instructional time and learning</p>	<p>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</p> <p>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</p> <p>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</p>

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>a. assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>b. is unaware of effective and appropriate technologies available</p>	<p>a. invests in activities that promote the development of a select group of leaders</p> <p>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</p>	<p>a. develops the instructional and leadership capacity of staff, district wide</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>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</p> <p>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)</p>
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>a. uses “accountability” to justify a system that links student achievement with accolades and blame</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

Domain 2 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process:</p> <p>monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i></p>	<p>a. judges the merit of the instructional program based on what is used by others</p>	<p>a. evaluates the impact of the instructional program based on results of standardized assessments</p>	<p>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</p>	<p>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</p>

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i></p>	<p>a. obtains and uses human, fiscal and technological resources based on available funds or last year’s budget, instead of current need</p> <p>b. considers self as the sole actual leader of the district, but distributes responsibilities for unwanted tasks to others</p>	<p>a. obtains human, fiscal and technological resources and allocates them based on current need, but without an apparent plan</p> <p>b. shares “leadership” by providing others with limited responsibilities for pre-identified tasks and functions, but no decision making ability</p>	<p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles</p>	<p>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</p> <p>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</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>a. speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it</p>	<p>a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p>	<p>a. promotes and protects the welfare and safety of students and staff as a non-negotiable priority</p>	<p>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</p>

Domain 3 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>a. avoids engaging with management or operations systems</p>	<p>a. monitors and evaluates the management and operational systems</p>	<p>a. monitors, evaluates and revises management and operational systems</p>	<p>a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p>
<p>Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i></p>	<p>a. allocates only the time necessary to comply with instructional and assessment related regulations and mandates</p>	<p>a. approves time scheduled outside of the typical school day for teachers to support instruction and learning</p>	<p>a. ensures administrator, teacher and organizational time is focused to support quality instruction and student learning</p>	<p>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</p>

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning Process: Inquiry <i>(gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)</i></p>	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
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	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
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	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

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)</i></p>	<p>a. associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>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.</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the district or its various stakeholders</p>	<p>a. focuses on accountability for the academic and social success of students whose test results threaten the district’s standing</p> <p>b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>c. assumes responsibility for decisions and actions related to mandates</p>	<p>a. ensures a system of accountability for every student’s academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p>

Domain 5 (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>a. mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others</p> <p>b. pays lip service to values related to democracy, equity and diversity</p> <p>c. implements strategies that group and label students or professionals with specific needs, isolating them from the mainstream</p>	<p>a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>b. holds others accountable for upholding the values of democracy, equity and diversity</p> <p>c. asserts that individual student and professional needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>a. models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>b. safeguards the values of democracy, equity, and diversity</p> <p>c. promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>a. engages stakeholders in identifying, describing and determining how to replicate exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior</p> <p>b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>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</p>

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.

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i></p>	<p>a. appears unaware of decisions made outside of own district that affect student learning</p> <p>b. waits for instruction from the Board on how to respond to emerging trends or initiatives</p>	<p>a. reacts to regional, state and national decisions affecting student learning</p> <p>b. continues to rely on the same leadership strategies that have served well in the past, even in the face of newly emerging trends and initiatives, and/or copies others who they view as leaders in the field</p>	<p>a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own district</p> <p>b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>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 learning</p> <p>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</p>
<p>Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i></p>	<p>c. advocates for self and own interests</p>	<p>c. advocates for selected causes</p>	<p>c. advocates for district's children, families, and caregivers</p>	<p>c. guided by the district's vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another</p>

Part 2: Goal Setting and Attainment

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Uncovering Goals</p> <ul style="list-style-type: none"> • Align • Define 	<p>a. “does” goal setting in order to be in compliance with mandates or regulations</p> <p>b. operates from own opinion and perceptions without attending to vision, other perspectives and/or data</p> <p>c. extracts goals from own interests</p> <p>d. goals are isolated action steps, unaligned to a goal that can actually be attained</p>	<p>a. completes goal setting activities to satisfy external expectations and assumptions about the connection between own professional practice and improving learning</p> <p>b. considers data gathered about professional practice, academic results and/or learning environment in isolation of the district vision</p> <p>c. establishes goals that focus on improving teacher practice, and academic results and/or learning environment</p> <p>d. goals are broad, general, aspirational statements that are too big to be assessed</p>	<p>a. engages in the goal setting process as part of own professional improvement as related to improving learning</p> <p>b. works with the Board to connect district and school visions with learning needs, including information gathered about principal and teacher practice, academic results and/or school learning environment</p> <p>c. creates goals that connect changes in own practice to the improvement of other professionals’ practices, academic results, and/or learning environment in order to improve student learning</p> <p>d. goals are stated in ways that allow progress toward them to be assessed</p>	<p>a. embraces the goal setting process as part of ongoing work to improve learning by decreasing the distance between the district’s current reality and vision</p> <p>b. engages a cross role group including members of the school board, students, teachers and other administrators to triangulate the school and district vision with data depicting the current reality of learning, professional practice, academic results and/or the school learning environment</p> <p>c. generates goals that maximize on the superintendent’s role in improving professional practice, academic results, and/or school learning environment in the service of improving learning</p> <p>d. goals are expressed in statements that are both actionable and measurable</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Strategic Planning</p> <ul style="list-style-type: none"> • Prioritize • Strategize 	<p>a. considers goals in no special order</p> <p>b. changes commitment to goals as new ones emerge</p> <p>c. lists generic strategies that could apply to a variety of goals</p> <p>d. states the benefits of attaining the goal(s)</p>	<p>a. prioritizes goals based on own interests</p> <p>b. relies on own perspective to assert the importance and alignment of identified goals</p> <p>c. lists strategies that will be used to accomplish goals identified</p> <p>d. describes, in general terms, what successful goal attainment will look like and accomplish</p>	<p>a. prioritizes goals by considering what can be gained by pursuing each</p> <p>b. uses school board’s perspective to test own assumptions about goals to see if they are truly connected to the district vision and needs</p> <p>c. articulates strategies supporting actions, and reasons for selecting them</p> <p>d. identifies anticipated specific measures of success for each goal</p>	<p>a. prioritizes goals by considering the potential benefits and unintended consequences of pursuing certain goals vis-a-vis others</p> <p>b. uses the perspectives of others to test own assumptions about the goals articulated and to see if they are truly connected to the district’s vision and needs</p> <p>c. articulates strategies designed to support actions as well as to overcome obstacles, with rationale for selecting them that includes anticipated results, implementation intentions related to each, and evidence of strategy’s impact</p> <p>d. describes the evidence that, when collected and annotated, will support that attending to these goals actually decreases the distance between current reality and the vision</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Taking Action</p> <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	<p>a. refers in general to working toward goals, but is unable to articulate related steps or strategies</p> <p>b. speaks about taking actions, but has trouble committing and getting started</p> <p>c. changes goals to better match what is currently happening or uses what is happening to rationalize giving up</p>	<p>a. identifies a series of individual actions for each goal without specifying whether the goals are long or short term</p> <p>b. implements the action plan quietly and privately</p> <p>c. adjusts goals and actions based on instinct and self-perceptions</p>	<p>a. creates an action plan that delineates steps and strategies for all goals, regardless of whether they are short or long term</p> <p>b. implements the action plan publically, and invites others to use it as a model for goal setting that they can do as well</p> <p>c. monitors and refines goals and/or action steps, based on formative assessment of evidence collected</p>	<p>a. designs an action plan that clearly differentiates between short and long term goals and their associated steps and strategies</p> <p>b. shares and implements the action plan publically, and uses it as an opportunity to build a culture of inquiry by inspiring others to engage in their own goal setting to improve learning</p> <p>c. seeks multiple, diverse perspectives to review evidence collected and contribute to own questions about process, actions, strategies and progress, to support revisions to the action plan</p>

Goal Setting and Attainment (cont.)

	Ineffective 1	Developing 2	Effective 3	Highly Effective 4
<p>Evaluating Attainment</p> <ul style="list-style-type: none"> • Document <ul style="list-style-type: none"> ○ Insights ○ Accomplishments ○ New questions ○ Implications for moving forward • Next steps 	<p>a. documentation is a beginning and end event and focuses on restating actions taken and noting obstacles to goal achievement</p> <p>b. categorically claims goal attainment or uses failure to meet goals set as evidence that the goal setting process does not work</p> <p>c. dismisses the possibility of using goals to define next steps</p>	<p>a. sporadically documents thinking related to key moments, obstacles or achievements</p> <p>b. evaluates goals and goal attainment based on own impressions of what success should have looked like and not on what was actually achieved</p> <p>c. considers new goals based on success in achieving current goals, adjusting them to match perceived ability of the school to actually improve</p>	<p>a. periodically documents own thinking and reactions to the progress made, obstacles encountered, and insights or questions that arise</p> <p>b. evaluates goals and goal attainment by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps towards attaining the district’s vision</p> <p>c. determines next steps and future actions to improve student learning, teacher practice, academic results and/or the district’s learning environment in light of how successful the recent work was in making improvements</p>	<p>a. throughout the implementation of the action plan, systematically documents and reflects upon emerging insights, questions, perceived accomplishments, obstacles encountered, and unintended consequences</p> <p>b. taps the perspectives of those who supported the initial data analysis to help evaluate goal attainment and related impact on learning by assessing “evidence of success,” establishing the degree to which the goal has been achieved, and determining next steps in attaining the district’s vision and improving learning</p> <p>c. engages stakeholders in planning, future goals, actions and next steps to improve student learning, teacher practice, academic results and/or the district’s learning environment, based on how much closer the district and its schools are to the vision</p>