

ADMINISTRATOR EVALUATION

POSTING AND ASSURANCES

Per MCL 380.1249b: Beginning with the 2016-2017 school year, a school district, intermediate school district, or public school academy shall post on its public website the following information about the evaluation tool(s) in use for evaluation of teachers and administrators:

- *Research base for the evaluation framework, instrument, and process;*
- *Identity and qualifications of the author;*
- *Evidence of reliability, validity, and efficacy;*
- *Evaluation framework and rubric;*
- *Description of processes for conducting observations, collecting evidence, conducting evaluation conferences, developing performance ratings and developing performance improvement plans;*
- *Description of the plan for providing evaluators and observers with training.*

This evaluation tool has been approved by the District. The contents of this document are compliant with the law laid forth, specifically pertaining to the Administrator Evaluation.

BRIAN WALMSLEY
Printed Name of Superintendent


Signature of Superintendent

JUNE 28, 2021
Date of Adoption in District

RESEARCH BASE FOR THE EVALUATION FRAMEWORK, INSTRUMENT, AND PROCESS

[Section 1249b(2)(a)]

The Administrator Evaluation is derived from the following research bases:

- NAESP/NASSP, *Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice* (2012);
- Elliot, S.N., Clifford, M., (2014) *Principal Assessment: Leadership Behaviors Known to Influence Schools and the Learning of All Students* (Document No. LS-5);
- Wahlstrom, Kyla; Seashore, Karen; Leithwood, Kenneth, Anderson, Stephen (2010). *Investigating the Links to Improved Student Learning: Final Report of Research Findings*. The Wallace Foundation;
- Ball, Deborah Loewenberg (2013). *Final Recommendations*. Michigan Counsel for Educator Effectiveness (MCEE);
- *Professional Standards for Educational Leaders*. (2015) National Policy Board for Educational Administration.

- Clifford, Matthew Ph.D., Hansen, Ulcca Joshni Ph.D., J.D., Wraight, Sara J.D. (2012). *A Practical Guide to Designing Comprehensive Principal Evaluation System*. National Comprehensive Center for Teacher Quality.
- Tobin, James. (2014). *Management and Leadership Issues for School Building Leaders*. National Council of Professors of Educational Administration.
- Collins, Gary J. & Blaha, William J. (2016). *Michigan Teacher and Administrator Evaluations*. Collins and Blaha, P.C.

The foundation of the Administrator Evaluation is the Professional Standards for Educational Leaders, formally known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The Professional Standards “communicate expectations . . . about the work, qualities and values of effective educational leaders.” The National Policy Board for Educational Administration, which publishes the Professional Standards, stated in 2015:

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research . . . and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders, and leadership demands of the future. The National Association of Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), and American Association of School Administrators (AASA) were instrumental to this work.

The Administrator Evaluation is also the result of reviewing administrator evaluation systems in all 50 states, with particular focus on the following evaluation tools:

- Principal Evaluation Process, An Arizona Model for Measuring Educator Effectiveness, Arizona Department of Education in collaboration with the Arizona School Administrators Association (2014-2015);
- Kansas Educator Evaluation Protocol KEEP, Kansas State Department of Education (June 14, 2011);
- Kentucky Principal Performance Standards, Kentucky Department of Education;
- RISE Evaluation and Development System, Indiana Department of Education (August 1, 2012);
- Summative Rating Matrix, Illinois Association of School Administrators (July 14, 2012);
- Leader Evaluation and Professional Growth, Maine Schools for Excellence (May, 2016);
- Massachusetts Model System for Educator Evaluation, Massachusetts Department of Elementary & Secondary Education (January, 2012);
- Minnesota Principal Development and Evaluation Rubric, Minnesota Department of Education (August 20, 2016);
- New Hampshire Principal Evaluation Frameworks, New Hampshire Department of Education (April, 2012);
- Ohio Principal Evaluation System, Ohio Department of Education (November 17, 2015);
- Oregon Educational Leader/Administrator Rubric, Oregon Department of Education (January, 2013);

- Utah Educational Leadership Standards, Utah State Office of Education (August, 2013);
- Wisconsin Framework for Principal Leadership, State of Wisconsin Department of Public Instruction (2012).

IDENTIFICATION AND QUALIFICATIONS OF THE AUTHOR(S)

[Section 1249b(2)(b)]

The Administrator Evaluation is the result of Collins & Blaha, P.C.'s range of experience in the field of education law, input from various districts in Michigan and the careful selection of elements from multiple state-approved evaluation tools. Educators and experts in several southeastern Michigan school districts provided input for the tool as well.

Authors

- Gary J. Collins, Esq., Collins & Blaha, P.C. (Primary Author) in collaboration with the attorneys of Collins & Blaha, P.C.

Construct Validity Consultants

- Karl D. Paulson, Superintendent, Lakeview Public Schools; and
- Barbara VanSweden, Superintendent, Fitzgerald Public Schools.

EVIDENCE OF RELIABILITY, VALIDITY, AND EFFICACY

[Section 1249b(2)(c)]

Reliability: The Administrator Evaluation has the following plan for developing evidence of reliability, as permitted by MCL 380.1249b(2)(c). The Administrator Evaluation will use test-retest reliability to measure the degree to which the tool produces stable and consistent results. A sample of school districts will administer the evaluation at two different points in time. The ratings given by a Superintendent, or his or her designee, will be compared to evaluate the assessment for reliability.

Validity: A test is valid if it measures what it is supposed to measure. Thus a performance evaluation tool is valid if it is actually measuring performance. Construct validity is a continuous process of evaluation, reevaluation, refinement, and development.

Construct Validity Consultants

- Karl D. Paulson, Superintendent, Lakeview Public Schools; and
- Barbara VanSweden, Superintendent, Fitzgerald Public Schools.

Efficacy: The Administrator Evaluation reflects a growth and development model. Administrators are measured, among other improvement activities, on how well they engage in activities to improve professional practice, develop the capacity of individual teachers to engage in continuous improvement processes, develop a culture of collaboration, and engage stakeholders in the promotion of the school's mission, vision and improvement goals.

EVALUATION FRAMEWORK AND RUBRIC

[Section 1249b(2)(d)]

The Administrator Evaluation Form is attached as Appendix A to this document.

DESCRIPTION OF PROCESS FOR CONDUCTING CLASSROOM OBSERVATIONS, COLLECTING EVIDENCE, CONDUCTING EVALUATION CONFERENCES, DEVELOPING PERFORMANCE RATINGS, AND DEVELOPING PERFORMANCE IMPROVEMENT PLANS

[Section 1249b(2)(e)]

The Superintendent, or his or her designee, should meet to discuss and agree upon student growth and assessment goals, and to determine which, if any, additional factors will be considered in evaluating the Administrator on his or her year-end evaluation.

The Administrator should collect throughout the year, and present to the Superintendent, or his or her designee, through periodic updates, evidence and artifacts of his or her demonstrated achievement in each of the performance areas. Additional information on evidence gathering is provided during training.

Under the Administrator Evaluation tool the following ratings must be assigned:

- Highly Effective;
- Effective;
- Minimally Effective; and
- Ineffective.

When the Superintendent, or his or her designee, is prepared to evaluate the Administrator, a copy of the Administrator Evaluation packet should be provided to the Administrator. The Superintendent, or designee, should read the introduction and performance indicators which are intended to provide objective examples of the characteristics and/or actions an effective Administrator would exhibit with respect to each Component. The Superintendent or designee shall determine a rating for the Administrator with respect to each Component, including the Student Growth and Achievement Component of the evaluation. In determining the proper performance evaluation ratings, the Superintendent or designee should provide specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students, or staff, if available. The Superintendent or designee should follow the evaluation's instructions in determining an overall performance rating for the administrator. The instructions are included in Appendix A.

For those areas in which improvement may be needed, the Superintendent, or his or her designee, should develop a Performance Improvement Plan using the format and guidance provided in Appendix B.

DESCRIPTION OF PLAN FOR PROVIDING EVALUATORS AND OBSERVERS WITH TRAINING

[Section 1249b(2)(f)]

The Administrator Evaluation authors are available to conduct live training. This training will include the purpose of the tool and how it should be used to conduct an evaluation of the Administrator. Formal training will include:

- The evaluation process;
- Evidence gathering;
- Review of the six components of the tool;
- Determination of the Administrator's Student Growth and Assessment Rating; and
- Calculation of the Final Score.

The Administrator Evaluation also provides step-by-step instructions for the Superintendent, or his or her designee, using the tool to evaluate its Administrator. The Administrator Evaluation tool then provides a process to reach a final evaluation rating.

4828-0362-1459, v. 2

SUPERINTENDENT EVALUATION SYSTEM

Introduction

The Michigan Revised School Code requires the Boards of School Districts and Intermediate School Districts to annually evaluate their Superintendents. This Superintendent Performance Evaluation Tool evaluates a Superintendent's performance across six Components: (1) Visionary Leadership; (2) Policy and Governance; (3) Instructional Leadership; (4) Communication and Community Relations; (5) Organizational Management; and (6) Professionalism and Ethics. There is an optional seventh component discussed further below.

These Components reflect the expectation that an effective Superintendent is a competent manager and instructional leader who continuously develops in those roles by constantly seeking to acquire new knowledge and skills. In addition, effective Superintendents are expected to exercise good professional judgment and to use these Components to inform and improve their own practice.

Instructions

1. The Superintendent and Board should meet to discuss to determine which, if any, additional factors will be considered by the Board in evaluating the Superintendent on his or her year-end evaluation.
2. When the Board is prepared to evaluate the Superintendent, a copy of the Superintendent Evaluation packet should be provided to each Board member. Each Board member should follow these instructions:
 - a. For each Component in the Performance Evaluation Tool, read the introduction and performance indicators. These indicators are intended to provide objective examples of the characteristics and/or actions an effective Superintendent would exhibit with respect to this Component.
 - b. Determine a rating for your Superintendent with respect to each Component. Circle the rating you have chosen (highly effective, effective, minimally effective or ineffective).
 - c. Provide comments in support of your rating. These comments will be helpful during the Board discussion when the Superintendent's overall evaluation rating is determined. The comments may include specific examples of actions or behavior, general thoughts or impressions, or feedback from parents, students, or staff.
 - d. To the extent you have the information necessary to do so, rate the Superintendent on the Student Growth and Assessment portion of the evaluation. Provide comments in support of your ratings.
 - e. Submit your individual forms to the Board President. The individual forms will be used by the Board President to facilitate the discussion about the Superintendent's performance during the Board meeting; the forms should not be retained following the meeting. While the Board's final evaluation of the Superintendent is subject to disclosure under the Freedom of Information Act, the forms used by individual Board members are not. See MCL 15.243(1)(m).
3. At the meeting at which the Superintendent evaluation is scheduled to be discussed, the Superintendent may request a closed session for the purpose of considering his or her evaluation. The Superintendent may remain present.
4. During the open or closed meeting, the Board President should facilitate a conversation about the Superintendent's performance, using the individual Board members' evaluation forms as guidance.
5. The Board should reach a consensus with respect to a rating for each Component and on the student growth and assessment portion of the evaluation. The Board should then follow the instructions herein to determine an overall rating for the Superintendent's evaluation.
6. The Board should adopt a final overall evaluation rating. Even if the meeting is held in closed session, the Board's decision to adopt an overall evaluation rating must be made in open session. See MCL 15.263. The Board President may wish to include comments that represent a consensus of the Board.

COMPONENT 1: VISIONARY LEADERSHIP

As the District's educational leader, the Superintendent must articulate a strong vision for continuous improvement throughout the School District. This standard evaluates the Superintendent's focus on shaping the District's culture of teaching and learning and setting high expectations for students and staff.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission.
- 1.2 Creates and implements plans to achieve the District's vision and goals.
- 1.3 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.4 Promotes continuous and sustainable improvement.
- 1.5 Monitors and evaluates progress and revises plans as needed.

Highly Effective	Effective	Minimally Effective	Ineffective
▪ Articulates a clear and coherent vision for the District through words and actions. ▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District. ▪ Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. ▪ The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the District.	▪ Clearly communicates the District's vision to others in both writing and speech. ▪ Works to create alignment within actions, staffing and resources designed to engage stakeholders in the vision. ▪ Exhibits the disposition of a learner, practices and applies new learning to further the mission of the District and the vision of the District. ▪ The District vision is focused on student learning.	▪ References the District vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. ▪ Is occasionally engaged in learning and sometimes incorporates new ideas to support the vision.	▪ Little or no evidence exists of a District vision implemented in the work of the District. ▪ Actions, staffing and resources have little connection to a vision. ▪ It is difficult to know what the District stands for.

Component 1 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 2: POLICY AND GOVERNANCE

The Superintendent has a critical role in promoting effective shared governance. This standard evaluates the Superintendent’s ability to foster a strong partnership with the Board of Education by engaging in effective two-way communication around a set of mutually agreed-upon expectations. It also evaluates the Superintendent’s ability to act in accordance with Board Policies, regulations, and the law, and to understand the system of public school governance.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 2.1 Builds trusting, collaborative, and respectful relationships with Board members.
- 2.2 Assists the Board of Education in developing policies and establishes regulations to implement the policies.
- 2.3 Understands the system of public school governance and differentiates between policy-making and administrative roles.
- 2.4 Understands and complies with state and federal laws and mandates, District Policies, collective bargaining agreements, and ethical guidelines.

Highly Effective	Effective	Minimally Effective	Ineffective
- Develops an exemplary system of policy consideration and revision. - The District takes pride in the equitable enforcement of District Policies, particularly Board Policies and Administrative Regulations. - Proactively and effectively engages the Board in the work of advancing organizational goals.	- Fully engaged in policy work. - Appropriately and equitably enforces policies. - Demonstrates reasonable value of a healthy working relationship with the Board. - Effectively engages the Board in the work of advancing organizational goals.	- Engages minimally in policy work. - Unevenly or inequitably applies District Policies. - Occasionally demonstrates behavior indicating a value of a healthy working relationship with the Board. - Sometimes engages the Board in the work of advancing organizational goals.	- Not engaged in work related to policies and does not enforce District policies. - Behavior indicates a lack of value in a healthy working relationship with the Board. - Does not engage the Board in the work of advancing organizational goals.

Component 2 Rating (Circle One):

Highly Effective	Effective	Minimally Effective	Ineffective
<u>Comments:</u>			

COMPONENT 3: INSTRUCTIONAL LEADERSHIP

The Superintendent must articulate a vision of what highly effective instruction looks like and must ensure that the system is aligned to engage every student in great instruction every day. This standard evaluates the Superintendent's skills as the education leader of the District responsible for using best practices to continuously improve and drive the instructional program and to constantly focus the organization on teaching and learning.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 3.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations.
- 3.2 Creates a comprehensive, rigorous and coherent curricular program.
- 3.3 Creates a personalized and motivating learning environment for students.
- 3.4 Develops assessment and accountability systems to monitor student progress and the impact of instruction.
- 3.5 Develops the instructional and leadership capacity of staff.
- 3.6 Establishes an effective professional development system for staff that is aligned with their responsibilities for teaching and learning.
- 3.7 Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in the Superintendent's own practice.

Highly Effective	Effective	Minimally Effective	Ineffective
▪ Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction. ▪ Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement. ▪ Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the District. ▪ Uses data about teaching practice to guide specific improvement efforts.	▪ Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching. ▪ Actively developing the expertise to influence and mobilize action among teachers within the complex culture of the District and wider professional community. ▪ Teachers are observed and given face-to-face feedback by an administrator based on the observation.	▪ Participates in professional development based on feedback and student performance data. ▪ Participation in District-led professional development is inconsistent. ▪ Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.	▪ A shared understanding of instruction is not evident in the district. ▪ Professional development is infrequent and is not connected to student or staff performance data. ▪ A year-long plan for professional development of the District does not exist or is inadequate. ▪ There are no or few effective teacher planning teams. ▪ There is no consistent system in place for teacher observation and feedback.

Component 3 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 4: COMMUNICATION AND COMMUNITY RELATIONS

The Superintendent is a key voice for the District and sets the stage for open communication by requesting and responding to community feedback. This standard evaluates the Superintendent's ability to communicate effectively with the broader community, including staff, students, and parents/guardians, and to actively engage the community in productive partnerships. It also focuses on the Superintendent's advocacy on behalf of the District with other government and community officials.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 4.1 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments).
- 4.2 Collaborates with faculty and community members, responding to diverse community interest and needs, and mobilizing community resources.
- 4.3 Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the District.
- 4.4 Understands the role of media in shaping and forming opinions and engages the media to promote the District's interests.

Highly Effective	Effective	Minimally Effective	Ineffective
- Communicates key information to stakeholders in an appropriate and timely manner. - Alert to potential issues; predicts and shares possibilities with School Board in advance. - Constituent groups report a positive relationship with District leadership. - Has influence in the District and beyond in supporting student learning.	- Keeps staff, students and parents informed on a regular basis. - Communication with individuals and groups is seen as clear and effective. - The majority of staff and students identify positively with District leadership. - Works as a member of a District team to positively influence education decisions.	- Advocates for some students and families. - Stakeholders frequently feel out-of-the-loop. - Many staff members do not feel positive about District leadership. - Staff and students do not feel stimulated to do their best work.	- Ineffective in communication with staff, parents and students. - Staff and students feel undermined by the lack of leadership in the school. - Not aware of the undercurrents with staff or the District environment.

Component 4 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 5: ORGANIZATIONAL MANAGEMENT

As Chief Executive Officer, the Superintendent is responsible for the management of the District's resources while providing a successful learning environment for students and a productive workplace for staff. This standard evaluates the Superintendent's success in managing the District's resources in an efficient, effective, and transparent manner that demonstrates prudent fiscal stewardship and an ability to adapt to emerging challenges.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 5.1 Obtains, allocates, aligns, and efficiently uses human, fiscal and technological resources.
- 5.2 Monitors and evaluates the management of operational systems.
- 5.3 Makes sound fiscal decisions, in line with the District's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 5.4 Promotes and protects the welfare and safety of students and staff.

Highly Effective	Effective	Minimally Effective	Ineffective
- Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning. - Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. - Students and staff hold each other accountable for high quality performance. - Develops and manages a budget that maximizes the learning goals of the District. - Supportive partnerships are developed and managed to enhance learning experiences.	- Establishes a clear set of operating procedures for effective operation of the district. - Discipline of students is handled fairly and consequences are used to maximize student learning. - Students and staff are held accountable for their performance and conduct. - The annual budget is adhered to with approved variances.	- Expectations for staff and students are inconsistent and not well known. - The daily operating procedures are occasionally followed but are frequently changed. - The budget does not support the District's priorities and budget category limits are not always followed.	- Management of the operations of the District is poor or non-existent. - The District is disorderly, disorganized and there is a feeling that the district is "out-of-control." - Budget guidelines are not adhered to and/or the budget is not related to a vision for the District.

Component 5 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 6: PROFESSIONALISM AND ETHICS

The Superintendent is held to the highest ethical standards of conduct and is expected to require the same of District staff. This standard evaluates the Superintendent's conduct to ensure that the Superintendent acts professionally and consistently with the core values, tenets, mission and vision of the District and models this conduct for District employees.

Performance Indicators:

Do not rate individual indicators. These are listed only to help you think about the standard.

This Component evaluates whether the Superintendent:

- 6.1 Ensures a system of accountability for every student's academic and social success.
- 6.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior.
- 6.3 Safeguards the values of democracy, equity and diversity.
- 6.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Highly Effective	Effective	Minimally Effective	Ineffective
- Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. - Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. - Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps. - Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.	- Treats students and staff fairly and shows respect at all times. - Is grounded in shared District values for how to do the work of leadership and learning. - Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. - Demonstrates self-awareness and uses reflection to improve practice.	- Actions and intentions are not always clear and transparent. - Fairness to staff and students is frequently raised as an issue. - Reflects on practice but does not always implement changes from that learning.	- Actions and intention are not always grounded in shared District values. - Has demonstrated inconsistent or unethical behavior and does not always stand by their word. - Is not self-aware and does not reflect on their practice.

Component 6 Rating (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

COMPONENT 7: STATUTORY FACTORS (OPTIONAL)

It is the intent of the evaluation tool to cover all major components of a Superintendent's job duties, including the below-listed statutory components. However, each School District varies and it is impossible to anticipate the unique characteristics in each District. This Component gives the Superintendent and Board the opportunity to jointly agree upon other factors to be considered in the Superintendent's evaluation. These factors could include:

- (i) If the school administrator conducts teacher performance evaluations, the school administrator's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249. If the school administrator designates another person to conduct teacher performance evaluations, the evaluation of the school administrator on this factor shall be based on the designee's proficiency in using the evaluation tool for teachers used by the school district, intermediate school district, or public school academy under section 1249, with the designee's performance to be counted as if it were the school administrator personally conducting the teacher performance evaluations.
- (ii) The progress made by the school or school district in meeting the goals set forth in the school's school improvement plan or the school district's school improvement plans.
- (iii) Pupil attendance in the school or school district.
- (iv) Student, parent, and teacher feedback, as available, and other information considered pertinent by the superintendent or other school administrator conducting the performance evaluation or the board or board of directors.¹
- (v) Goal Achievement: Goals should be specific, measurable, attainable, realistic, and timely.

Goal 1 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 2 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 3 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Goal 4 -					
	Highly Effective	Effective	Minimally Effective	Ineffective	Rating

Overall Rating for Component 7 (Circle One):

Highly Effective

Effective

Minimally Effective

Ineffective

Comments:

¹ MCL 380.1249b(1)(d).

PERFORMANCE EVALUATION TOOL

OVERALL RATING

1. Transfer your ratings from the Components to this page.

Component 1: Visionary Leadership

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 2: Policy and Governance

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 3: Instructional Leadership

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 4: Communication and Community Relations

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 5: Organizational Management

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 6: Professionalism and Ethics

Highly Effective	Effective	Minimally Effective	Ineffective
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Component 7: Statutory Factors (Optional)

Highly Effective	Effective	Minimally Effective	Ineffective
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2. Come to a consensus as a Board with respect to an overall rating on the evaluation tool component.

Overall Rating on the Performance Evaluation Tool (Circle One):

Highly Effective	Effective	Minimally Effective	Ineffective
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Comments:

Pursuant to Michigan’s Revised School Code, for the 2018-2019 school year 40% of a Superintendent’s annual evaluation must be based on student growth and assessment data. The Revised School Code provides that the “student growth and assessment data to be used for the school administrator annual evaluation are the aggregate student growth and assessment data that are used in teacher annual year-end evaluations . . . for the entire school district or intermediate school district.”²

A teacher's student growth and assessment data must be based on multiple measures, which may include student learning objectives, achievement of individualized education program ("IEP") goals, national or local-assessments, research-based growth measures, or alternative assessments. Often, teachers and administrators agree at the beginning of the school year to the student growth and/or achievement goals by which the teacher will be rated.

The aggregate student growth and assessment data that are used in teacher annual year-end evaluations for the entire school district or intermediate school district found the District's teachers achieved the following average student growth and assessment rating (circle one):

Ineffective

The Superintendent's student growth and assessment rating is consistent with the teachers' rating and is therefore: (circle one):

Ineffective

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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DEVELOPING A FINAL RATING

1. The Superintendent's overall evaluation rating is based on two categories:
 - a. The Superintendent's rating by the Board on the performance evaluation tool; and
 - b. The Superintendent's rating on student growth and assessment.
2. Circle the rating determined by the Board for each of these categories:

Performance Evaluation Tool:

Highly Effective Effective Minimally Effective Ineffective

Student Growth and Assessment:

Highly Effective Effective Minimally Effective Ineffective

3. The Superintendent's overall evaluation rating is calculated by first converting the performance evaluation tool and student growth and assessment ratings into numerical values. Each rating has the following numerical values:

Rating	Numerical Score
Highly Effective	4
Effective	3
Minimally Effective	2
Ineffective	1

4. The Superintendent's overall evaluation rating is comprised of 60% of the performance evaluation tool rating and 40% of the student growth and assessment rating. Follow the steps below to determine your Superintendent's final rating:

	Rating (highly effective, effective, minimally effective or ineffective)	Numerical Score (4, 3, 2, or 1 - see table above)	
Performance Evaluation Tool			x 6.0 = _____
Student Growth and Assessment			x 4.0 = _____
	Sum of above two numbers: _____		

Find your sum in the range below to determine the Superintendent's overall evaluation rating.

40-35	34-25	24-15	14-10
Highly Effective	Effective	Minimally Effective	Ineffective

FINAL OVERALL EVALUATION RATING

Overall Evaluation Rating (Circle One):

Highly Effective Effective Minimally Effective Ineffective

The Board, having reached a consensus on an overall evaluation rating at an open or closed meeting (the Board may meet in closed session at the request of the Superintendent), should adopt the overall evaluation rating at an open meeting.

Board Comments:



SUPERINTENDENT

EVALUATION INSTRUMENT

Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth and assessment data. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders*, which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

Requirements, Process, Timeline and Resources

Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

Scoring

MASB recommends scoring on the rubric be limited to whole numbers (1, 2, 3) and half numbers (1.5, 2.5). Scoring in lesser increments undermines the reliability of the evaluation instrument.

Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent and rater reliability training. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument’s posting requirements, please visit [masb.org/postingrequirements](https://www.masb.org/postingrequirements).

Who to Contact

Topic	Contact	
Superintendent Evaluation	517.327.5928	search@masb.org
Training on Superintendent Evaluation	517.327.5904	leadershipservices@masb.org
Legal Questions	517.327.5929	legal@masb.org
Facilitated Evaluation	517.327.5904	leadershipservices@masb.org

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A. Governance & Board Relations

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
A1	Policy Involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	
A2	Goal Development Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	
A3	Information Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	
A4	Materials and Background Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	
A5	Board Questions Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	
A6	Board Development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	

Category rating: #DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board development materials
- Board policies/policy book
- Board development plan
- Board packets
- Memos/communications
- Retreat agendas/minutes
- Communication protocols

A. Governance & Board Relations, continued**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

B. Community Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
B1	Communication With Community/Parents Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't engage. Is not proactive with communication.	Actively seeks two-way communication with the community and parents as appropriate.	
B2	Community/Parent Input Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or goal setting.	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	
B3	Media Relations Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Actively engages the media to promote the district and provide timely and effective information.	
B4	District Image Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image at all times and is a champion for the district. Knowledgeable and speaks well for the district.	
B5	Approachability Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at a variety of events and is approachable by members of the community.	
Category rating: #DIV/0!					

Artifacts that may serve as evidence of performance in this domain:

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- Community meeting agendas
- News clips/interviews
- Community engagement calendar
- Strategic planning agenda(s)
- Communications
- Service club membership(s)

B. Community Relations, continued**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

C. Staff Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	Staff Input Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Actively seeks staff input and engages staff in goal setting and decision-making.	
C2	Staff Communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	
C3	Personnel Matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	Delegation of Duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	Labor Relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	
C7	Visibility in District Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and attends special activities.	

Category rating: #DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications

C. Staff Relations, continued**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
D1	Budget Development and Management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	
D2	Budget Reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc.) as agreed upon by governance team.	
D3	Financial Controls Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	
D4	Facility Management Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	Resource Allocation Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	

Category rating: #DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications
- Election results that impact
- funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Grants received/applied for
- Policies/procedures related to
- fund management
- Long-term financial forecast data
- Facilities maintenance plan
- Facilities management plan

D. Business & Finance, continued**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E1	Performance Evaluation System Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results. Individual Development Plans are provided to staff rated as less than effective.	
E2	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Principals are provided defined autonomy consistently with accountability. Goals for learning and instruction are prioritized.	
E3	Staff Development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	
E4	School Improvement (MICIP) Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	
E5	Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning needs and levels of readiness. Technology is used to enhance teaching and learning.	
E7	Student Voice Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Seeks the student voice through engagement of students in goal development and/or decision-making.	

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Maintains a safe, caring and healthy learning environment.	
E9	Professional Knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	

Category rating: #DIV/0!

Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	Goal:
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	Comments by the Superintendent:

F. Determining the Professional Practice Rating

Superintendent Name:

School Year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
Total Possible	100%	Score:	#DIV/0!
		Adjusted (Score / 3) =	#DIV/0!

G. Other Required Components of Evaluation

Superintendent Name:

School Year:

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	
Growth:				
Evidence:	District Growth Model			
Component score:				0

Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	
Progress:				
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
Component score:				0

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	#DIV/0! x 65%	= #DIV/0!
Student Growth (Component score, pg. 15)	20% (.20)	0 x 20%	= 0
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	0 x 15%	= 0
Total Possible	100%	Total Score:	#DIV/0!
		Total Score / 3=	#DIV/0!

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

Board President’s Signature: _____ Date: _____ Superintendent’s Signature: _____ Date: _____

(Superintendent’s signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)

Appendix A – Research Base

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Mid-continent Research for Education and Learning (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

Appendix B – Process for Completing Year-End Evaluation for Superintendent

Planning: At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

Checkpoints: The Board of Education and superintendent meet at key points in the evaluation year as follows:

- **Three months in – *Informal update*** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – *Mid-Year Progress Report*** – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed. **THIS MID-YEAR PROGRESS REPORT IS A REQUIREMENT**
- **Nine months in – *Informal update*** – Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **11-12 months in – *Formal evaluation*** – Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.

Appendix C – Conducting the Formal Evaluation & Conference

Prior to meeting:

- 1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- 2) Board members seek clarity, as needed, regarding self-evaluation or evidence provided.
- 3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

During meeting:

- 4) Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
- 5) Board president or Facilitator reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
- 6) Score is assigned for each performance indicator via consensus of the Board of Education.
- 7) Upon completion of all performance indicators within all domains, the tool will calculate the overall professional practice score and identify the correlating rating.
- 8) The Board of Education reviews evidence provided related to progress toward district-wide goals and assigns a score via consensus.
- 9) The Board of Education reviews evidence provided related to the District Student Growth Model and assigns a score via consensus.
- 10) The tool will calculate the overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
- 11) The Board President or Facilitator makes note of themes/trends identified by the Board of Education during the evaluation.
- 12) The Board reconvenes in open session if they have done the evaluation in closed session
- 13) Board president calls for vote to adopt completed year-end evaluation for superintendent.
- 14) After approval of the evaluation, the Superintendent notes their comments on evaluation if desired.
- 15) Board president and superintendent sign completed evaluation form and it goes into the personnel file and the overall rating is reported in the REP.

Appendix D – Considerations Related to the Closed Meeting

The Board of Education may go into closed session for certain aspects of the superintendent's evaluation but ONLY at the request of the superintendent. A superintendent who has requested a closed session may rescind the request at any time. The following table identifies which aspects of the process need to be in open and closed session:

OPEN PHASE

Scheduling the evaluation
Choosing and modifying the evaluation instrument
Establishing performance goals or expectations
Determining process for the evaluation
Voting to go into closed session

CLOSED PHASE ***only if requested by employee***

Discuss & deliberate about evaluation/performance of the superintendent

OPEN PHASE

Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

1. Superintendent requests a closed session for the purpose of their evaluation.
2. Board of Education votes to go into closed session.
3. Board of Education moves into closed session: the superintendent remains present throughout the session unless they choose to excuse themselves.
4. Board president or facilitator reviews with the Board of Education the superintendent's self-evaluation and evidence provided for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
5. Board president reviews with Board of Education evidence provided related to progress towards district-wide goals. A consensus of the Board of Education is identified for progress towards district-wide goals via consensus of Board of Education.
6. Board president reviews with Board of Education evidence provided related to district's student growth model. A consensus of the Board of Education is identified for student growth.
7. Upon completion of all areas, the tool will calculate the overall score and identify the correlating rating.
8. Board president or facilitator makes a note of themes that were identified by the Board of Education during the evaluation.
- 9. Board of Education comes out of Closed Session and returns to an Open Meeting.**
10. Board president asks for a motion to approve the evaluation (since the work was completed in closed session, it is confidential until approved by the Board). Once approved by the Board:
 - The consensus score/rating for the overall evaluation can be identified and a public statement can be announced.
11. Superintendent notes their comments on the evaluation, if desired.
12. Board president and superintendent sign the completed evaluation form.
13. Board president works with the superintendent to coordinate further public statement about the superintendent's performance if needed.

*The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA.
The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.*

Appendix E – Possible Timelines for Evaluation of the Superintendent

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

January – December		June – July		March – April	
Activity	Month	Activity	Month	Activity	Month
Tool, process, timeline and goals mutually established	January	Tool, process, timeline and goals mutually established	July	Tool, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Mandatory Mid-year Progress Report	June	Mandatory Mid-year Progress Report	December	Mandatory Mid-year Progress Report	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

Beginning of Cycle	Informal Update	Mid-cycle Formal Update	Annual Evaluation
Board of Education and superintendent mutually agree upon: • System (tool) to be used • Timeline and key dates • Goals, benchmarks and evidence • How evaluation will be compiled • How evaluation will be shared with superintendent • How evaluation will be shared with the community	• Board president shares any specific questions or concerns from board members • Superintendent provides a written update to the board on goals, expectations and indicators of success • Board offers input on status/progress to-date	• Board president provides questions from the board prior to meeting • Superintendent provides update on progress with available evidence • Board seeks clarification if needed • Discussion on progress and growth • Adjustments to course or goals are discussed	• Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education • Board members review portfolio prior to evaluation, seek clarification as needed • Board president or consultant facilitate evaluation • Formal evaluation is presented to and adopted by Board of Education • Board president and superintendent coordinate public statement regarding superintendent performance

Appendix F – Establishing Performance Goals for the Superintendent

The MASB Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board's expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:

Specific – Goals should be simplistically written and clearly define what is expected.

Measurable – Goals should be measurable and their attainment evidenced in some tangible way.

Achievable – Goals should be achievable given the circumstances and resources at hand.

Results-focused – Goals should measure outcomes not activities.

Time-related – Goals should be linked to a specific timeframe.



Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
 - a. What will we see next year toward the accomplishment of this that we don't see now?
 - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

Appendix G – Evidence

Validity, reliability and efficacy of the MASB Superintendent Evaluation Instrument relies upon board members using evidence to score superintendent performance.

- Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent.
- Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.
- Boards of Education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. See the appendixes of this document for additional artifacts that may serve as evidence of performance.

Appendix H – Possible Evidence of Performance

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. This list is not comprehensive.

- | | | |
|---|--|---|
| 1 Administrative “calendar” – critical dates calendar (RE: due dates, etc.) and board presentation cycle/annual reports | 20 Community survey | 39 Enrollment plans |
| 2 Administrative team book study (agendas and minutes) | 21 Comprehensive School Improvement Plan | 40 Equity district-wide program results |
| 3 Administrative team meeting agendas | 22 Customer satisfaction indices | 41 Evidence of annual review of district’s mission statement and alignment to practice |
| 4 Affirmative action plan | 23 Curriculum team meeting agendas | 42 Evidence of implementation of formal project management techniques |
| 5 Agendas and/or minutes from community planning meetings, including key communicators meetings | 24 Curriculum and instructional audit | 43 Evidence of relationship building (notes, cards, emails, etc.) |
| 6 Auditor’s report | 25 Data on outreach programs | 44 Evidence of teachers examining student achievement data |
| 7 Background checks verification | 26 Department of Education site visit summative report | 45 Feedback from a wide variety of stakeholders about performance as the superintendent |
| 8 Board and administrative goals | 27 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data | 46 Formal and informal community partnership agreements and plans |
| 9 Board meeting agendas | 28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district | 47 Formative assessments to inform instruction |
| 10 Board policy and administrative policy enforcement that’s reflective of a “new” vision with supporting materials | 29 District Budget | 48 Grants received/applied for – alignment to goals of the district; sustainability |
| 11 Bullying/harassment programs | 30 District-wide School Improvement Plan | 49 Growth goals for administrators |
| 12 Character education program data | 31 Distribution of research to administrative team and teachers | 50 Hiring process (guidelines, procedures, schedules) |
| 13 Civic group presentations | 32 Diversity training/awareness plan | 51 House calls – contact with parents and partners (documentation) |
| 14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation) | 33 Documentation of coaching for instruction, curriculum or assessment | 52 Induction plan of board members for understanding of school finance (confidence of board members’ understanding) |
| 15 Collaborative partners (documentation) | 34 Documentation of coaching and evaluation of principals | 53 Involvement with “school safety” organizations (documentation) |
| 16 Collaborative sharing of programs, etc. (agendas and minutes) | 35 Economic vision (participation with community development groups) | 54 Instructional model |
| 17 Common teacher instructional planning time | 36 Election results that impact tax levies | 55 Instruction-related professional development/growth plans |
| 18 Communication “vehicles” that make the school vision visible to stakeholders including using technology | 37 Emergency/Crisis Plans | 56 iPod audible book study |
| 19 Communications with parents | 38 Employee handbooks | 57 Job-embedded PD on instruction |

Appendix H – Possible Evidence of Performance, continued

58 Leadership library (documentation)	74 Number of visits to website	91 Record of solicitation of feedback
59 Level of volunteerism (documentation)	75 Observational data from board, staff, etc.	92 Reports and celebrations of student achievement to board and other audiences
60 Linkage of Professional Development Model to student achievement goals (documentation)	76 Open houses (documentation)	93 School comparisons charts from CEPI
61 Log of school visits and conversations with staff (includes emails)	77 Opening day PowerPoint-type presentation	94 Special Education delivery plan
62 Log of school visits and presentations	78 Parenting classes - numbers	95 Staff handbook
63 Meaningful interpretive reports of student achievement data delivered in lay language	79 Parent-teacher conference numbers	96 School Improvement Plans
64 Media – Newsletter/paper articles/Web site	80 Participation in social/fraternal organizations (documentation)	97 Staff recruitment plan
65 Meeting logs of times with administrative staff/support staff	81 Participation in youth-oriented organizations (documentation)	98 Student achievement data
66 Membership and service to service clubs (documentation)	82 Participation on state, regional, national initiatives (documentation)	99 Surveys of staff/community
67 Michigan Student Test of Educational Progress Data	83 PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans	100 Symbolic “pins,” other symbols – celebrations, etc.
68 Michigan Top-to-Bottom School Rankings	84 Podcasts/video communicating district vision and accomplishments	101 Teacher mentor program
69 Minutes of the School Improvement Advisory Committee meetings	85 Policies/procedures for management of funds	102 Trends in Career Development Plan growth goals for teachers
70 Monthly calendars	86 Preschool – community partnership plans	103 Work with city council on city/school initiatives (documentation)
71 National Assessment of Educational Progress Data	87 Presentations to groups, including teachers (shareholders/stakeholders)	104 Work with School Improvement Advisory Committee (SIAC) (documentation)
72 Needs assessments/satisfaction surveys/focus groups	88 Professional Development Plan	105 Written communications
73 Notes from state officials	89 Program evaluation and process result	106 Written proposals for innovative practices
	90 Reflective journals	107 Written recommendations on difficult issues

Appendix I – Contingencies

If a superintendent receives a rating of **developing** or **needing support**, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on their next annual evaluation. See the appendixes of this document for more information on developing an Individual Improvement Plan for the superintendent.

If a superintendent receives a rating of **effective** on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Appendix J – Student growth and assessment data or student learning objectives metrics

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters* —and this includes all but the most exceptional situations—the following specific expectations must be met with regard to student growth and assessment data or student learning objectives metrics :

Beginning in the 2024-2025 school year, 20% of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics.

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time.¹

Student Achievement Example: A student could score 350 on a math assessment.

Student Growth Example: A student could show a 50-point growth by improving their math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools.²

Michigan law requires that multiple research-based growth and assessment or student learning objective metrics be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals.

1 Measuring student growth: A guide to informed decision making, Center for Public Education

2 A Practitioner's Guide to Growth Models, Council of Chief State School Officers

Appendix K – Developing an Individual Improvement Plan for the Superintendent

Individual Improvement Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IIP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IIP. The following process is a framework for creating and implementing an IIP for the superintendent.

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which they received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an Improvement Plan and presents it to the committee for feedback and approval. The Improvement Plan outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the Improvement Plan.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on their Improvement Plan with their self-evaluation prior to the formal annual evaluation.

Appendix L – Training

MASB provides training on its Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

Instrument-Specific Training/Rater Reliability Training

This training covers the use of the MASB Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, rater reliability training, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB Superintendent Evaluation instrument Include:

- Rodney Green, Ph.D., Superintendent of Schools (retired), East China School District
- Olga Holden, Ph.D., Director of Leadership Services (retired), MASB
- Donna Oser, CAE, Director of Executive Search and Leadership Development, MASB
- Debbie Stair, M.N.M.L., former school board member, Assistant Director of Leadership Development, MASB
- Jay Bennett, M.A., former school board member, Assistant Director of Executive Search Services, MASB

New York Council of School Superintendents staff and leadership involved in creating the Council's Superintendent Model Evaluation (which significantly influenced MASB's instrument):

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
- Maria C. Rice, Superintendent of Schools, New Paltz CSD
- Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD
- Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD
- Kathryn Wegman, Superintendent of Schools (retired), Marion CSD

Michigan Multidimensional Leadership Performance

Please see the Michigan DOE School plan documents for those districts wishing to partner with the Center for Model Schools (formerly the International Center for Leadership in Education). If you have questions or need specific information to support this work, please contact Associate Partner Dr. Adam Drummond at adam.drummond@hnhco.com or at 260.388.9276.

Multidimensional Leadership Performance (MLP) Documents:

1. Multidimensional Leadership Performance Matrix
2. Multidimensional Leadership Performance Professional Growth Plan Template
3. MLP – Questionnaire Template
4. MLP Midyear Evaluation – Short Form
5. MLP Midyear Evaluation – Long Forms (one for each Domain)
6. MLP Midyear Evaluation Form
7. MLP Summative Evaluation

The MLP Domains are:

1. Domain 1.0 – Resilience
2. Domain 2.0 – Personal Behavior and Professional Ethics
3. Domain 3.0 – Student Achievement
4. Domain 4.0 – Decision Making
5. Domain 5.0 – Communication
6. Domain 6.0 – Faculty Development
7. Domain 7.0 – Leadership Development
8. Domain 8.0 – Time-Task-Project Management
9. Domain 9.0 – Technology
10. Domain 10.0 – Personal Professional Learning

Multidimensional Leadership Performance Matrix

The Multidimensional Leadership Performance Matrix				
1.0 Resilience: Resilience is the ability for the leader to overcome setbacks and absorb any learning offered by those setbacks, quickly, and at the minimum cost. Resilience includes coping well with high levels of ongoing disruptive change, sustaining energy when under constant pressure, bouncing back easily from disappointment and setbacks, overcoming adversity, changing ways of working to incorporate learning when old ways are no longer possible, and doing all of this without acting in dysfunctional or harmful ways to others within the organization. More importantly, when leaders are practicing resilient behaviors their actions are contagious as they model the way for others to act in similar ways.				
1.1 Constructive Reactions The leader reacts to disappointment and barriers to success constructively.	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
	The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	The leader acknowledges personal and organizational failures when confronted with evidence.	The leader is defensive and resistant to the acknowledgment of error.
1.2 Willingness to Admit Error The leader demonstrates willingness to admit error and learn from it.	The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.	The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. There is evidence of learning from past errors. Non-defensive attitude exists in accepting feedback and discussing errors and failures.	The leader is able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes is present.	The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.

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The Multidimensional Leadership Performance Matrix (continued)

1.3 Disagreement The leader handles disagreement with leadership and policy decisions constructively.	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
	The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	The leader accepts and implements leadership and policy with fidelity. Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea. The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.	The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.	The leader ignores or subverts executive and policy decisions that are unpopular or difficult.
1.4 Dissent The leader handles dissent from subordinates constructively.	The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues. The leader recognizes and rewards thoughtful dissent. The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader's own error. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.	The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision. Defined structures and processes are in place for eliciting input.	The leader tolerates dissent, but there is very little of it in public.	Dissent is absent due to a climate of fear and intimidation.

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1.5 Improvement of Specific Performance Areas	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	The leader's previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities. The influence of previous evaluations has an impact not only on the leader, but on the entire organization.	The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.	The leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

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The Multidimensional Leadership Performance Matrix (continued)

2.0 Personal Behavior and Professional Ethics: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

2.1 Integrity The leader demonstrates integrity.	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
	The leader meets commitments—verbal, written, and implied—without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The leader meets explicit written commitments. The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments. The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.
2.2 Emotional Self-Control The leader demonstrates emotional self-control.	The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.	The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.	The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.	The leader loses his or her temper and is emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.

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The Multidimensional Leadership Performance Matrix (continued)

2.3 Ethical and Legal Compliance with Employees	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates compliance with legal and ethical requirements in relationship to employees.	The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.	There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.	The leader's conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.	The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.
2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization.	The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.	The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.	There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.	The leader suppresses other points of view and discourages disagreement or divergent thinking.

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The Multidimensional Leadership Performance Matrix (continued)

2.5 Respect The leader honors the time and presence of others.	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
	The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time. The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader. Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.	The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings. The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue. Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader. Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.	The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue. Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.	The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings). The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.

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The Multidimensional Leadership Performance Matrix (continued)

3.0 Student Achievement: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement.	The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.
3.2 Student Achievement Results The leader demonstrates evidence of student improvement through student achievement results.	A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need to respond, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students who have been identified previously as needing improvement.	Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.	Indifferent to the data, the leader blames students, families, and external factors. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

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The Multidimensional Leadership Performance Matrix (continued)

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates the use of student achievement data to make instructional leadership decisions.	The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills.	The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.	The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.	The leader is unaware of or indifferent to the data.
3.4 Student Requirements and Academic Standards	Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.	The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.	Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.	Classroom curriculum is considered a matter of individual discretion. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.
The leader demonstrates understanding of student requirements and academic standards.				

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The Multidimensional Leadership Performance Matrix (continued)

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards.	Power standards are used and shared with other buildings. Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.	Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and are visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.	Standards have been analyzed, but are not translated into student-accessible language. Power standards are developed, but not widely known or used by faculty. Student work is posted, but does not reflect proficient work throughout the building.	Power standards have not been developed. There is no student work posted.

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The Multidimensional Leadership Performance Matrix (continued)

4.0 Decision Making: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

4.1 Factual Basis for Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular.

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The Multidimensional Leadership Performance Matrix (continued)

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone.	All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions. The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions. Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.	The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader's approach to decision making has no clear method and demoralizes or bewilders the staff.
4.3 Decisions Linked to Vision	The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.	The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities.
The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans.	The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.			There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

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The Multidimensional Leadership Performance Matrix (continued)

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader evaluates decisions for effectiveness and revises, where necessary.	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and “sunsetting,” in which previous decisions are reevaluated in light of the most current data. There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new information.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	There is little or no evidence of reflection and reevaluation of previous decisions.

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The Multidimensional Leadership Performance Matrix (continued)

5.0 Communication: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

5.1 Two-Way Communication with Students	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates two-way communication with students.	The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	The leader knows most student names, is visible, often greets students by name, and talks with students frequently.	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.
5.2 Two-Way Communication with Faculty and Staff	The leader actively engages in "active listening" to the faculty and staff. The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.	Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for 1:1 meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.	The leader typically limits his or her listening to time during faculty meetings.	Faculty meetings consist of the reading of announcements, with little or no interaction.

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The Multidimensional Leadership Performance Matrix (continued)

5.3 Two-Way Communication with Parents and Community	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates two-way communication with parents and community.	Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.	The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites). There is clear evidence of decisions based on input from parents and community members.	Parents and community members receive a respectful hearing when they initiate the conversation.	Parents and community members have little or no role to play in leadership decision making.
5.4 Analysis of Input and Feedback The leader actively listens and analyzes input and feedback.	The leader models open communication by listening purposefully and actively. The leader is able to read the situation and respond accordingly. The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.	Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information. The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.	The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations. Analysis of listening data occurs rarely.	The leader hears what others say, but relies on his/her personal interpretation. The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.

The Multidimensional Leadership Performance Matrix (continued)

6.0 Faculty Development: Leaders recruit, hire, and retain proficient and exemplary teachers. In their efforts to retain proficient and exemplary teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective
Understanding of faculty proficiencies and needs for further development to support and retain proficient and exemplary teachers.	The leader has demonstrated a record of differentiated professional development for faculty based on student needs. The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.	Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.	The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.	Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.

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The Multidimensional Leadership Performance Matrix (continued)

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
Personal participation in leading professional development.	The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues. The leader routinely shares learning experiences with other administrators and colleagues throughout the system.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development at various times throughout the school year.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader displays little or no evidence of new learning or sharing that learning with colleagues.
6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.	The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff. The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors and when they have misconceptions about use of instructional practices. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.

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The Multidimensional Leadership Performance Matrix (continued)

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader models coaching and mentoring.	The leader is deliberate in establishing development structures that conform to the Learning Forward/ National Staff Development Council (NSDC) Standards. The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction. The leader is seen by staff as capable of coaching them to improve, yet willing to hold them accountable for performance that is not considered acceptable. Multiple examples exist that verify a standards-base professional learning community and action research is evident in context, process, and content.	The leader engages in coaching to improve teaching and learning and is receptive to innovative teaching strategies and practices. The leader is also willing to facilitate new approaches to instruction through action research. The leader monitors classroom visits in which the actual activity corresponds to the planned activity. The leader actively coaches instructional staff in improving classroom practice by making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice. A system has been developed that provides for regular observation of classrooms. Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities. The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.	The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance related to strategies and practices to help teachers refine and improve their effectiveness.	The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task. Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.

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The Multidimensional Leadership Performance Matrix (continued)

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader recruits and hires proficient and exemplary teachers.	The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.	The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano's Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized. A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.	The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position. Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.	The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.

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The Multidimensional Leadership Performance Matrix (continued)

7.0 Leadership Development: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader mentors emerging leaders to assume key leadership responsibilities.	The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader's direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.
7.2 Identification of Potentially Future Leaders The leader consistently identifies potential future leaders.	The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.	The leader has specifically identified and recruited new leaders.	The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.	The leader does not recognize the need for leadership in the system.

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The Multidimensional Leadership Performance Matrix (continued)

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader provides evidence of delegation and trust in subordinate leaders.	Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

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The Multidimensional Leadership Performance Matrix (continued)

8.0 Time/Task/Project Management: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader organizes time and projects for effective leadership.	The leader maintains a daily-prioritized task list. Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. Calendar is free of conflicts and focused on the priorities of the leader and organization. The leader applies project management to systems thinking throughout the organization.	The use of organizational development tools is evident by supporting documentation provided by the leader. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.	Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

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The Multidimensional Leadership Performance Matrix (continued)

8.2 Fiscal Stewardship The leader provides fiscal stewardship by completing projects on schedule and within budget.	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
	The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.	The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using budget to focus resources on school improvement priorities.	The leader has little or no record of keeping commitments for schedules and budgets.

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The Multidimensional Leadership Performance Matrix (continued)

8.3 Project Objectives and Plans	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader establishes clear objectives and coherent plans for complex projects.	The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.	Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader uses examples to differentiate between a task and a project.	Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget. The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.	There is little or no evidence of project management against goals, resources, timelines, and results.

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The Multidimensional Leadership Performance Matrix (continued)

9.0 Technology: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

9.1 Use of Technology to Improve Teaching and Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates use of technology to improve teaching and learning.	The leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness. The leader relentlessly pursues emerging best practices (e.g., web-based lessons).	The leader can document adherence to the following: • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.	The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.	The leader does not display personal competence in the use of required technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.
9.2 Personal Proficiency in Electronic Communication The leader demonstrates personal proficiency in electronic communication.	The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.	The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software. Personal study and professional development reflect a commitment to continued learning.	The leader has mastered some, but not all, software required for proficient performance. The leader takes the initiative to learn new technology.	The leader has limited literacy with technology. There is little or no evidence of the leader taking a personal initiative to learn new technology.

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The Multidimensional Leadership Performance Matrix (continued)

10.0 Personal Professional Learning: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

10.1 Personal Understanding of Research Trends	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective (Needing Support)
The leader demonstrates personal understanding of research trends in education and leadership.	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.
10.2 Personal Professional Focus The leader creates a personal professional focus.	The leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.	The leader engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.	The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.	The leader might introduce a professional development program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.

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The Multidimensional Leadership Performance Matrix (continued)

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective
The leader creates a professional development focus.	The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning. The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.	Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives. The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals. The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding. Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.	Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.	Faculty requests are routinely approved, whether or not they are related to student achievement. The leader's personal professional development agenda is based on preference, not organizational needs.

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The Multidimensional Leadership Performance Matrix (continued)

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Minimally Effective (Leadership Potential)	Ineffective
The leader applies professional development learning.	In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact of the leader's personal learning experience.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.

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Multidimensional Leadership Performance Professional Growth Plan Template			
School-wide or District-wide or Department-wide Problem-of-Practice:			
Theories-of-Action:			
SMART Goal #1 Statement:			
MLP Matrix Domain:	Select Domain	Related Sub-domain:	
Leadership Strategies-in-Action IF I increase the percentage of (insert your 1 to 2 measurable leadership strategies) ...	Results Indicators THEN I expect to see a measurable (percent) increase in (satisfaction, productivity practices, or student learning results) ...	Desired Benefits (Create descriptors of successful strategy implementation, as well as changes in staff practices and student work)	Sources of Data to Monitor (Insert what data you will monitor to determine effectiveness)
What are some things you anticipate you will need to do to ensure success (a list of tasks or steps essential to the strategies-in-action)?			

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Multidimensional Leadership Performance Questionnaire Template

Administrator's Name:

Date:

Directions: Read each of the following items carefully. To rate your response to each statement, please check the appropriate box based on the following scale: "5=Strongly Agree," "4=Agree," "3=Disagree," "2=Strongly Disagree," or "1=Not Observed." Your responses are completely confidential and will be an important part of this administrator's self-assessment process for his or her continuous improvement. Thank you for providing your feedback.

Leadership Practices	SA-5	A-4	D-3	SD-2	NO-1
The leader reacts to disappointment and barriers to success constructively.	☐	☐	☐	☐	☐
The leader demonstrates willingness to admit error and learn from it.	☐	☐	☐	☐	☐
The leader handles disagreement with leadership and policy decisions constructively.	☐	☐	☐	☐	☐
The leader handles dissent from subordinates constructively.	☐	☐	☐	☐	☐
The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	☐	☐	☐	☐	☐
The leader demonstrates integrity.	☐	☐	☐	☐	☐
The leader demonstrates emotional self-control.	☐	☐	☐	☐	☐
The leader demonstrates compliance with legal and ethical requirements in relationship to employees.	☐	☐	☐	☐	☐
The leader demonstrates tolerance of different points of view within the boundaries of the value and mission of the organization.	☐	☐	☐	☐	☐
The leader honors the time and presence of others.	☐	☐	☐	☐	☐
The leader demonstrates planning and goal setting to upgrade student achievement.	☐	☐	☐	☐	☐
The leader demonstrates evidence of student improvement through student achievement results.	☐	☐	☐	☐	☐
The leader demonstrates the use of student achievement data to make instructional leadership decisions.	☐	☐	☐	☐	☐
The leader demonstrates understanding of student requirements and academic standards.	☐	☐	☐	☐	☐
The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards.	☐	☐	☐	☐	☐
The leader employs factual bases for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	☐	☐	☐	☐	☐
The leader links decisions to vision, mission, and strategic priorities.	☐	☐	☐	☐	☐
The leader evaluates decisions for effectiveness and revises where necessary.	☐	☐	☐	☐	☐

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Leadership Practices (continued)	SA-5	A-4	D-3	SD-2	NO-1
The leader demonstrates clear identification of a decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone with or without staff input.	☐	☐	☐	☐	☐
The leader engages in two-way communication with students.	☐	☐	☐	☐	☐
The leader engages in two-way communication with faculty and staff.	☐	☐	☐	☐	☐
The leader engages in two-way communication with parents and the community.	☐	☐	☐	☐	☐
The leader listens actively and analyzes input and feedback.	☐	☐	☐	☐	☐
The leader understands faculty and proficiencies and the need for further development that will support and retain proficient and exemplary teachers.	☐	☐	☐	☐	☐
The leader personally leads professional development sessions.	☐	☐	☐	☐	☐
The leader provides formal and informal feedback to colleagues, with the exclusive purpose of improving individual and organizational performance.	☐	☐	☐	☐	☐
The leader models coaching and mentoring.	☐	☐	☐	☐	☐
The leader recruits and hires proficient and exemplary teachers.	☐	☐	☐	☐	☐
The leader mentors emerging leaders to assume key leadership responsibilities.	☐	☐	☐	☐	☐
The leader consistently identifies potential future leaders.	☐	☐	☐	☐	☐
The leader provides evidence of delegation and trust in subordinate leaders.	☐	☐	☐	☐	☐
The leader organizes time and projects for effective leadership.	☐	☐	☐	☐	☐
The leader demonstrates fiscal stewardship by completing projects on schedule and within budget.	☐	☐	☐	☐	☐
The leader establishes clear objectives and coherent plans for complex projects.	☐	☐	☐	☐	☐
The leader demonstrates use of technology to improve teaching and learning.	☐	☐	☐	☐	☐
The leader demonstrates personal proficiency in electronic communication.	☐	☐	☐	☐	☐
The leader demonstrates personal understanding of research trends in education and leadership.	☐	☐	☐	☐	☐
The leader creates a personal professional focus.	☐	☐	☐	☐	☐
The leader creates a professional development focus.	☐	☐	☐	☐	☐
The leader applies professional development learning.	☐	☐	☐	☐	☐

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Multidimensional Leadership Performance System Conference Summary/Effectiveness Status Update – Short Form

Leader's Name:

Evaluator/Supervisor's Name:

This form summarizes feedback about proficiency on the sub-domains and domains marked below based on consideration of evidence encountered during this time frame: enter dates

Domain 1: Resilience

Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 1.1 - Constructive Reactions: The leader constructively reacts to disappointment and barriers to success.	☐	☐	☐	☐	☐
Sub-domain 1.2 - Willingness to Admit Error: The leader demonstrates willingness to admit error and learn from it.	☐	☐	☐	☐	☐
Sub-domain 1.3 - Disagreement: The leader constructively handles disagreement with leadership and policy decisions.	☐	☐	☐	☐	☐
Sub-domain 1.4 - Dissent: The leader constructively handles dissent from subordinates.	☐	☐	☐	☐	☐
Sub-domain 1.5 - Improvement of Specific Performance Areas: The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	☐	☐	☐	☐	☐
Domain 1 Overall Rating	☐	☐	☐	☐	☐

Domain 2: Personal Behavior and Professional Ethics

Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 2.1 - Integrity: The leader demonstrates integrity (the quality of possessing and steadfastly adhering to high moral principles or professional standards).	☐	☐	☐	☐	☐
Sub-domain 2.2 - Emotional Self-Control: The leader demonstrates emotional self-control.	☐	☐	☐	☐	☐
Sub-domain 2.3 - Ethical and Legal Compliance with Employees: The leader demonstrates compliance with legal & ethical requirements in relationship to employees.	☐	☐	☐	☐	☐

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Domain 2: Personal Behavior and Professional Ethics (continued)					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 2.4 - Tolerance: The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization.	☐	☐	☐	☐	☐
Sub-domain 2.5 - Respect: The leaders honor the time and presence of others.	☐	☐	☐	☐	☐
Domain 2 Overall Rating	☐	☐	☐	☐	☐
Domain 3: Student Achievement					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 3.1 - Planning and Goal Setting: The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement.	☐	☐	☐	☐	☐
Sub-domain 3.2 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.	☐	☐	☐	☐	☐
Sub-domain 3.3 - Instructional Leadership Decisions: The leader demonstrates the use of student achievement data to make instructional leadership decisions.	☐	☐	☐	☐	☐
Sub-domain 3.4 - Student Requirements and Academic Standards: The leader demonstrates understanding of student requirements and academic standards.	☐	☐	☐	☐	☐
Sub-domain 3.5 - Student Performance: The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards.	☐	☐	☐	☐	☐
Domain 3 Overall Rating	☐	☐	☐	☐	☐

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Domain 4: Decision Making					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 4.1 - Factual Basis for Decisions: The leader employs factual bases for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	☐	☐	☐	☐	☐
Sub-domain 4.2 - Decision-Making Structure: The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone.	☐	☐	☐	☐	☐
Sub-domain 4.3 - Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans.	☐	☐	☐	☐	☐
Sub-domain 4.4 - Decisions Evaluated for Effectiveness: The leader evaluates decisions for effectiveness and revises, where necessary.	☐	☐	☐	☐	☐
Domain 4 Overall Rating	☐	☐	☐	☐	☐
Domain 5: Communication					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 5.1 - Two-Way Communication with Students: The leader demonstrates two-way communication with students.	☐	☐	☐	☐	☐
Sub-domain 5.2 - Two-Way Communication with Faculty and Staff: The leader demonstrates two-way communication with faculty and staff.	☐	☐	☐	☐	☐
Sub-domain 5.3 - Two-Way Communication with Parents and Community: The leader demonstrates two-way communication with parents and community.	☐	☐	☐	☐	☐
Sub-domain 5.4 - Analysis of Input and Feedback: The leader actively listens and analyzes input and feedback.	☐	☐	☐	☐	☐

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Domain 5 Overall Rating	☐	☐	☐	☐	☐
Domain 6: Faculty Development					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 6.1 - Faculty Proficiencies and Needs: The leader possesses a keen understanding of faculty proficiencies and needs for further development to support and retain proficient and exemplary teachers.	☐	☐	☐	☐	☐
Sub-domain 6.2 - Leading Professional Development: The leader personally participates in and leads professional development .	☐	☐	☐	☐	☐
Sub-domain 6.3 - Formal and Informal Feedback: The leader demonstrates the use of formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.	☐	☐	☐	☐	☐
Sub-domain 6.4 - Modeling, Coaching, and Mentoring: The leader demonstrates the ability to model coaching and mentoring.	☐	☐	☐	☐	☐
Sub-domain 6.5 - Recruitment and Hiring of Faculty: The leader recruits and hires proficient and exemplary teachers.	☐	☐	☐	☐	☐
Domain 6 Overall Rating	☐	☐	☐	☐	☐
Domain 7: Leadership Development					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 7.1 - Mentoring Emerging Leaders: The leader mentors emerging leaders to assume key leadership responsibilities.	☐	☐	☐	☐	☐
Sub-domain 7.2 - Identification of Potential Future Leaders: The leader consistently identifies potential future leaders.	☐	☐	☐	☐	☐
Sub-domain 7.3 - Delegation and Trust: The leader provides evidence of delegation and trust in subordinate leaders.	☐	☐	☐	☐	☐
Domain 7 Overall Rating	☐	☐	☐	☐	☐

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Domain 8: Time/Task/Project Management					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 8.1 - Organization of Time and Projects: The leader organizes time and projects for effective leadership.	☐	☐	☐	☐	☐
Sub-domain 8.2 - Fiscal Stewardship: The leader provides fiscal stewardship by completing projects on schedule and within budget.	☐	☐	☐	☐	☐
Sub-domain 8.3 - Project Objectives and Plans: The leader establishes clear objectives and coherent plans for complex projects.	☐	☐	☐	☐	☐
Domain 8 Overall Rating	☐	☐	☐	☐	☐
Domain 9: Technology					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 9.1 - Use of Technology to improve Teaching and Learning: The leaders demonstrates use of technology to improve teaching and learning.	☐	☐	☐	☐	☐
Sub-domain 9.2 - Personal Proficiency in Electronic Communication: The leader demonstrates personal proficiency in electronic communication .	☐	☐	☐	☐	☐
Domain 9 Overall Rating	☐	☐	☐	☐	☐
Domain 10: Personal Professional Learning					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 10.1 - Personal Understanding of Research Trends: Proficient school leader demonstrates personal understanding of research trends in education and leadership.	☐	☐	☐	☐	☐
Sub-domain 10.2 - Personal Professional Focus: The leader creates a personal professional focus.	☐	☐	☐	☐	☐

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Domain 10: Personal Professional Learning (continued)					
Scale Levels: Choose one rating where there is sufficient evidence to rate the current effectiveness on the sub-domains.	Highly Effective	Effective	Minimally Effective	Ineffective	Not Rated at This Time
Sub-domain 10.3 - Professional Development Focus: The leader creates a professional development focus.	☐	☐	☐	☐	☐
Sub-domain 10.4 - Application of Learning: The leader applies professional development learning.	☐	☐	☐	☐	☐
Domain 10 Overall Rating	☐	☐	☐	☐	☐

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 1.0: Resilience	Highly Effective	Effective	Minimally Effective	Ineffective			
Sub-domain 1.1 Constructive Reactions: The leader reacts to disappointment and barriers to success constructively.	☐	☐	☐	☐			
Sub-domain 1.2 Willingness to Admit Error: The leader demonstrates willingness to admit error and learn from it.	☐	☐	☐	☐			
Sub-domain 1.3 Disagreement: The leader handles disagreement with leadership and policy decisions constructively.	☐	☐	☐	☐			
Sub-domain 1.4 Dissent: The leader handles dissent from subordinates constructively.	☐	☐	☐	☐			
Sub-domain 1.5 Improvement of Specific Performance Areas: The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	☐	☐	☐	☐			
Overall Rating for Domain 1.0	☐	☐	☐	☐			
Comments (Leader and Evaluator):		Examples of evidence to support rating:					
Recommended actions for improvement, including needed support:							

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 2.0: Personal Behavior and Professional Ethics	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 2.1 Integrity: The leader demonstrates integrity.	☐	☐	☐	☐
Sub-domain 2.2 Emotional Self-Control: The leader demonstrates emotional self-control.	☐	☐	☐	☐
Sub-domain 2.3 Ethical and Legal Compliance with Employees: The leader demonstrates compliance with legal and ethical requirements in relationship to employees.	☐	☐	☐	☐
Sub-domain 2.4 Tolerance: The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization.	☐	☐	☐	☐
Sub-domain 2.5 Respect: The leader honors the time and presence of others.	☐	☐	☐	☐
Overall Rating for Domain 2.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 3.0: Student Achievement	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 3.1 Planning and Goal Setting: The leader demonstrates planning and goal setting to upgrade student achievement.	☐	☐	☐	☐
Sub-domain 3.2 Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.	☐	☐	☐	☐
Sub-domain 3.3 Instructional Leadership Decisions: The leader demonstrates the use of student achievement data to make instructional leadership decisions.	☐	☐	☐	☐
Sub-domain 3.4 Student Requirements and Academic Standards: The leader demonstrates understanding of student requirements and academic standards .	☐	☐	☐	☐
Sub-domain 3.5 Students Performance: The leader demonstrates under- standing of present levels of student performance based on consistent assessments that reflect local and state academic standards.	☐	☐	☐	☐
Overall Rating for Domain 3.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 4.0: Decision Making	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 4.1 Factual Basis for Decisions: The leader employs factual bases for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	☐	☐	☐	☐
Sub-domain 4.2 Decision-Making Structure: The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone.	☐	☐	☐	☐
Sub-domain 4.3 Decisions Linked to Vision: The leader links decisions to vision, mission, and strategic priorities.	☐	☐	☐	☐
Sub-domain 4.4 Decisions Evaluated for Effectiveness: The leader evaluates decisions for effectiveness and revises where necessary.	☐	☐	☐	☐
Overall Rating for Domain 4.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 5.0: Communication	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 5.1 Two-Way Communication with Students: The leader engages in two-way communication with students.	☐	☐	☐	☐
Sub-domain 5.2 Two-Way Communication with Faculty and Staff: The leader engages in two-way communication with faculty and staff.	☐	☐	☐	☐
Sub-domain 5.3 Two-Way Communication with Parents and Community: The leader engages in two-way communication with parents and community.	☐	☐	☐	☐
Sub-domain 5.4 Analysis of Input and Feedback: The leader listens actively and analyzes input and feedback.	☐	☐	☐	☐
Overall Rating for Domain 5.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form				
Domain 6.0: Faculty Development	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 6.1 Faculty Proficiencies and Needs: The leader under- stands faculty proficiencies and the needs for further development that will support and retain proficient and exemplary teachers.	☐	☐	☐	☐
Sub-domain 6.2 Leading Professional Development: The leader personally leads professional development sessions.	☐	☐	☐	☐
Sub-domain 6.3 Formal and Informal Feedback: The leader provides formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.	☐	☐	☐	☐
Sub-domain 6.4 Modeling Coaching and Mentoring: The leader models coaching and mentoring.	☐	☐	☐	☐
Sub-domain 6.5 Recruitment and Hiring of Faculty: The leader recruits and hires proficient and exemplary teachers.	☐	☐	☐	☐
Overall Rating for Domain 6.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form				
Domain 7.0: Leadership Development	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 7.1 Mentoring Emerging Leaders: The leader mentors emerging leaders to assume key leadership responsibilities.	☐	☐	☐	☐
Sub-domain 7.2 Identification of Potential Future Leaders: The leader consistently identifies potential future leaders.	☐	☐	☐	☐
Sub-domain 7.3 Delegation and Trust: The leader provides evidence of delegation and trust in subordinate leaders.	☐	☐	☐	☐
Overall Rating for Domain 7.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 9.0: Technology	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 9.1 Use of Technology to Improve Teaching and Learning: The leader demonstrates use of technology to improve teaching and learning.	☐	☐	☐	☐
Sub-domain 9.2 Personal Proficiency in Electronic Communication: The leader demonstrates personal proficiency in electronic communication.	☐	☐	☐	☐
Overall Rating for Domain 9.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance: Midyear Long Domain Form

Domain 10.0: Personal Professional Learning	Highly Effective	Effective	Minimally Effective	Ineffective
Sub-domain 10.1 Personal Understanding of Research Trends: The leader demonstrates personal understanding of research trends in education and leadership.	☐	☐	☐	☐
Sub-domain 10.2 Personal Professional Focus: The leader creates a personal professional focus.	☐	☐	☐	☐
Sub-domain 10.3 Professional Development Focus: The leader creates a professional development focus.	☐	☐	☐	☐
Sub-domain 10.4 Application of Learning: The leader applies professional development learning.	☐	☐	☐	☐
Overall Rating for Domain 10.0	☐	☐	☐	☐
Comments (Leader and Evaluator):		Examples of evidence to support rating:		
Recommended actions for improvement, including needed support:				

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Multidimensional Leadership Performance Midyear Evaluation Form			
Evaluatee's Name:		Position:	
School:		School Year:	
Evaluator:		District:	
Evaluator's Title:		Date	
The evaluator determines whether the principal/assistant principal is making acceptable progress toward goal(s) attainment within each domain. Mark this category as (P)-progressing or (NP)-not progressing.			
Summary of MLP Domains	P	NP	NA
Domain 1: Resilience	☐	☐	☐
Domain 2: Personal Behavior and Professional Ethics	☐	☐	☐
Domain 3: Student Achievement	☐	☐	☐
Domain 4: Decision Making	☐	☐	☐
Domain 5: Communication	☐	☐	☐
Domain 6: Faculty Development	☐	☐	☐
Domain 7: Leadership Development	☐	☐	☐
Domain 8: Time/Task/Project Management	☐	☐	☐
Domain 9: Technology	☐	☐	☐
Domain 10: Personal Professional Learning	☐	☐	☐
Goal:			
Revised Plan/Comment:			
Goal:			
Revised Plan/Comment:			
Principal/Assistant Principal Signature:		Date:	
Superintendent/ Designee Signature:		Date:	

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Multidimensional Leadership Performance (MLP) Summative Evaluation Form

Evaluatee's Name:		Position:	
School:		School Year:	
Evaluator:		District:	
Evaluator's Title:		Date	

This form serves as a permanent record of a leader's performance, based on the specific criteria delineated in the Multidimensional Leadership Performance (MLP) Matrix.

Directions for Supervisors: Examine all sources of evidence for each of the 10 domains using the results from the MLP Self-Reflection Matrix Guide as it applies to the leader's performance. Refer to the scale requirements and indicate sources of evidence used to determine the evaluation results in each domain. Assign an overall evaluation of the leader's performance, sign the form, and obtain the signature of the leader.

Use the format and tables to help calculate sub-domain and domain scores into an MLP System Score.

In as much as all of the MLP domains collectively contribute to the leader's overall success, four of the 10 domains carry greater weight to signify their importance in the evaluation process. Consequently, the MLP domains have been weighted using the following percentages depicted below.

Multidimensional Leadership Performance Domain Weighting

Multidimensional Leadership Performance Domains	Weighting
Domain 1: Resilience	5%
Domain 2: Personal Behavior and Professional Ethics	5%
Domain 3: Student Achievement	20%
Domain 4: Decision Making	5%
Domain 5: Communication	5%
Domain 6: Faculty Development	20%
Domain 7: Leadership Development	15%
Domain 8: Time/Task/Project Management	5%
Domain 9: Technology	5%
Domain 10: Personal Professional Learning	15%
Total	100%
Domain Rating with Point Values	
Highly Effective	3 points
Effective	2 points
Minimally Effective	1 points
Ineffective	0 points

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MLP Summative Evaluation Form (continued)

Assign the rating points for the MLP domains earned:	HE	E	ME	I
Domain 1: Resilience	☐	☐	☐	☐
Domain 2: Personal Behavior and Professional Ethics	☐	☐	☐	☐
Domain 3: Student Achievement	☐	☐	☐	☐
Domain 4: Decision Making	☐	☐	☐	☐
Domain 5: Communication	☐	☐	☐	☐
Domain 6: Faculty Development	☐	☐	☐	☐
Domain 7: Leadership Development	☐	☐	☐	☐
Domain 8: Time/Task/Project Management	☐	☐	☐	☐
Domain 9: Technology	☐	☐	☐	☐
Domain 10: Personal Professional Learning	☐	☐	☐	☐

Note: For Domains 1, 2, 3, and 6 with five Sub-domains, each Domain is rated:

- *Highly Effective (HE) if four or more sub-domains are HE and none are less than E.*
- *Effective (E) if at least four are E or higher and no more than one is ME and none are I.*
- *Minimally Effective (ME) if criteria for E not met and no more than one is I.*
- *Ineffective (I) if two or more are I.*

Note: For Domains 4, 5, and 10 with four Sub-domains, each Domain is rated:

- *Highly Effective (HE) if three or more sub-domains are HE and none are less than E.*
- *Effective (E) if at least three are E or higher and no more than one are ME and none are I.*
- *Minimally Effective (ME) if criteria for E not met and no more than one is I.*
- *Ineffective (I) if two or more are I.*

Note: For Domains 7 and 8 with three Sub-domains, each Domain is rated:

- *Highly Effective (HE) if two or more sub-domains are HE and none are less than E.*
- *Effective (E) if at least two are E or higher and no more than one are ME and none are I.*
- *Minimally Effective (ME) if criteria for E not met and no more than one is I.*
- *Ineffective (I) if two or more are I.*

For Domain 9 with two Sub-domains, each Domain is rated:

- *Highly Effective (HE) if both sub-domains are HE.*
- *Effective (E) if both E or one is HE and one is ME and none are I.*
- *Minimally Effective (ME) if criteria for E not met and none are I.*
- *Ineffective (I) if one or more are I.*

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MLP Summative Evaluation Form (continued)							
Evidence Sources (check all that apply)	Formal Observation	Informal Observation	Self-Assessment	Growth Plan	Artifacts	Site Visit	Other
Domain 1	☐	☐	☐	☐	☐	☐	☐
Domain 2	☐	☐	☐	☐	☐	☐	☐
Domain 3	☐	☐	☐	☐	☐	☐	☐
Domain 4	☐	☐	☐	☐	☐	☐	☐
Domain 5	☐	☐	☐	☐	☐	☐	☐
Domain 6	☐	☐	☐	☐	☐	☐	☐
Domain 7	☐	☐	☐	☐	☐	☐	☐
Domain 8	☐	☐	☐	☐	☐	☐	☐
Domain 9	☐	☐	☐	☐	☐	☐	☐
Domain 10	☐	☐	☐	☐	☐	☐	☐
Domains	Rating	Points	Weight	Weighted Score (pts x weight)	Domain Score (weighted score x 100)		
Domain 1: Resilience							
Domain 2: Personal Behavior and Professional Ethics							
Domain 3: Student Achievement							
Domain 4: Decision Making							
Domain 5: Communication							
Domain 6: Faculty Development							
Domain 7: Leadership Development							
Domain 8: Time/Task/Project Management							
Domain 9: Technology							
Domain 10: Personal Professional Learning							
Total MLP System Score							

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MLP Summative Evaluation Form (continued)	
The domain scores are added up and an MLP System Score determined. The MLP System Score is converted to an MLP System Rating of HE, E, ME, or I based on this scale: (circle the final summative rating)	
MLP System Score Range	Rating
240-300	Highly Effective
151-239	Effective
75-150	Minimally Effective
0-74	Ineffective

Comments:			
More Comments Attached on Next Page: ☐ Yes ☐ No			
Leader (Evaluatee) Signature:		Date:	
Evaluator/ Superintendent/ Designee Signature:		Date:	

Note: The leader's signature on this form represents neither acceptance nor approval of the Multidimensional Leadership Performance (MLP) System Evaluation. It does, however, indicate that the leader has reviewed the MLP evaluation with the evaluator and may reply in writing. The signature of the superintendent/designee verifies that the MLP evaluation has been reviewed and that the proper process has been followed according to state statues.



Superintendent and District Leader Formative Rubric 2.0 for LEA.ISD.ESA

The Superintendent and District Leader Summative Rubrics 2.0 provide administrators and their evaluators with a condensed version of each evaluation characteristic (see School ADvance Administrator Evaluation User Manual and the Superintendent and District Leader Framework and Formative Rubric 2.0). This Summative Rubric is organized around the four practice domains (Domains 2-5) and nine practice Factors for assessing the performance of superintendents, first line assistants, directors, supervisors and other district administrators. The Superintendent and District Leader Framework provides statements that capture the major elements of each domain, through specific performance factors and characteristics. The Domains, Factors, and Characteristics in the Summative Rubric match those in the Framework and Formative Rubric. The Summative Rubric should be used as the basis for the summative performance assessment. The Formative Rubric should be used for formative assessment activities (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance ratings on the Summative Rubric, informing personal growth plans, or plans of assistance/improvement.

Each characteristic in the Summative Rubric collapses several behavioral indicators listed within the Formative Rubric for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: Domain 1 is only provided in the Summative Rubric. There is no Formative Rubric needed or provided for Domain 1—Results, as Domain 1 is only factored into the performance review at the summative level.

Color Key for Rubrics:

Domain
Factor
Characteristic

Superintendent and District Leader Formative Rubric 2.0

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A1	Articulates and maintains consistent focus on and attention to the purpose or mission of the district	<i>And</i> assists the board, leadership team, and staff as appropriate, in maintaining focus and consistent attention to the purpose or mission of the district	<i>And</i> cultivates leadership to help district personnel and stakeholders maintain focus and consistent attention to the purpose or mission of the district
	Speaks to the district's central purpose or mission to both the internal and external school community	<i>And</i> regularly engages the board, leadership team, and staff as appropriate, in examining how the district is doing in achieving its purpose or mission	<i>And</i> engages students, parents, and the community in examining how the district is doing in achieving its purpose or mission
	Has established and shares a personal vision for students and the district informed by research and evidence based models or examples	<i>And</i> inspires the board, leadership team, staff, parents, and staff as appropriate, to formulate their own personal vision for learning, service to students, the district, and its schools	<i>And</i> develops shared leadership to help the board, leadership team, staff, parents, and students as appropriate, establish a personal vision informed by research and evidence based models or examples
	Works with the board to solicit and include leadership team, staff, parent, student, and community as appropriate, input in creating a shared vision for the district	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the district	<i>And</i> develops shared leadership to set goals, shape dialogue make decisions, focus effort, and allocate resources based on a shared vision for the district
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the district achieve its vision of learning for all students	<i>And</i> develops shared responsibility for monitoring progress in achieving the vision of learning for all students
	Maintains a current perspective to	<i>And</i> engages leadership team, staff,	<i>And</i> works with leadership team, staff,

Superintendent and District Leader Formative Rubric 2.0

	inform the district's vision	parents, and students as appropriate, with current information to inform the district's vision	parents, and students to develop innovative ideas to inform the district's vision
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Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 2: Goals and Expectations			
Ineffective	Minimally Effective	Effective	Highly Effective
2A2	Articulates and recommend clear goals for growth, adaptation, and improvement based on the district mission and vision	<i>And</i> works with the board, leadership team, and staff as appropriate, to agree upon clear district and building level goals for growth, adaptation, and improvement based on the district mission and vision	<i>And</i> works with students, parents, and community to understand and support district goals for growth, adaptation, and improvement based on the district mission and vision
	Keeps the focus on the evidence of student learning for the board, leadership team, staff, parents, and staff as appropriate	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards and district goals	<i>And</i> ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and district goals
	Holds high expectations for student achievement, well-being, and post secondary success	<i>And</i> works with the board, leadership team and staff as appropriate, to establish high expectations for student achievement, well-being, and post-secondary success	<i>And</i> works with students, parents, and community to establish high expectations for student achievement, well-being, and post-secondary success
	Sets and pursues high expectations for his or her own performance in serving the district and its students	<i>And</i> works with the board and the leadership team as appropriate, to establish high expectations for their performance in service the district and its students	<i>And</i> assists the leadership team in establishing high expectations for staff performance in service to the district and its students
	Communicates hope and optimism for the potential of each student to achieve learning success	<i>And</i> works with the board and the leadership team as appropriate to communicate and demonstrate hope	<i>And</i> inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the

Superintendent and District Leader Formative Rubric 2.0

		and optimism for the potential of each student to achieve learning success	potential of each student to achieve learning success
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Domain 2: Leadership			
Factor B: Culture			
Characteristic 1: Values, Beliefs, Principles, and Diversity			
Ineffective	Minimally Effective	Effective	Highly Effective
2B1	Speaks clearly and consistently about the values and beliefs that guide his/her leadership and service to students	<i>And</i> works with the board, leadership team, and staff as appropriate, to examine their values and beliefs and how they influence their service to the district and its students	<i>And</i> engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the district serves students
	Demonstrates the value of inclusiveness in the ways he/she engages with the district community	<i>And</i> works with the board, leadership team, and staff as appropriate, to demonstrate inclusiveness with the district community.	<i>And</i> maintains a district ethic of inclusiveness in working with both the internal and external district community
	Communicates the value of a high quality, free, and equitable education for all students	<i>And</i> works with the board, leadership team, and staff as appropriate, to pursue both high quality and equity in serving the learning needs of all students	<i>And</i> works with both the internal and external district community to support both high quality and equity and serving the learning needs of all students
	Establishes and operates from a set of guiding principles for conduct and service as a district leader	Works with the board, leadership team, and staff as appropriate, to establish and operate from a set of shared guiding principles of conduct and service to students	<i>And</i> develops shared leadership for maintaining, communicating, and operating from a set of shared guiding principles of conduct and service to students
	Honors and celebrates diversity and the worth of every individual	<i>And</i> assists the board, leadership team, and staff as appropriate, in honoring and celebrating diversity and the worth of every individual	<i>And</i> inspires others in the district community to behave in ways that honor and celebrate diversity and the worth of every individual
	Demonstrates civility, respect, and	<i>And</i> sets expectations for staff,	<i>And</i> monitors the district culture and

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	dignity in personal and professional interactions	parents, and students to treat each other with civility, respect, and dignity	environment to ensure that each person is treated with civility, respect, and dignity
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Domain 2: Leadership			
Factor B: Culture			
Characteristic 2: Language, Traditions, Celebrations, and Stories			
Ineffective	Minimally Effective	Effective	Highly Effective
2B2	Is clear and consistent in communicating with internal and external stakeholders about the work of the district	<i>And</i> works with the board, leadership team, and staff as appropriate, to develop a consistent shared language about the work of the district	<i>And</i> works with the board, leadership team, and staff as appropriate, to establish clarity and consistency in the ways the district communicates with parents, students, and the community
	Uses a blend of language, symbols, graphics, and other communication tools to communicate about the work of the district	<i>And</i> works with the board, leadership team, and staff as appropriate, to develop and use shared language, symbols, graphics, and other communication tools to communicate about the work of the district	<i>And</i> regularly solicits feedback from both the internal and external school community on the effectiveness of district communications
	Understands and honors district and community history and traditions	<i>And</i> works with the board, leadership team, staff, students, parents, and community as appropriate, to celebrate district and community history and traditions	<i>And</i> creates opportunities to capture and communicate stories that celebrate the district and community history and traditions
	Seeks opportunities to establish new traditions that assist the district in achieving its mission and vision	<i>And</i> works with the board, leadership team, staff, students, parents, and community as appropriate, to establish new traditions and celebrations that assist the district in achieving its mission and vision	<i>And</i> creates opportunities to capture and communicate stories that illustrate and celebrate the district's accomplishments, growth, evolution, and future aspirations in the service of students

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	Minimally Effective	Effective	Highly Effective
2C1	Ensures that district goals are based on evidence of need from district, school and student data	<i>And</i> works with the board, leadership team, and staff as appropriate, to examine and interpret multiple sources of evidence from district, school and student data in setting district and school goals	<i>And</i> works with the board, leadership team, and staff as appropriate, to examine and interpret multiple sources of evidence from district, school and student data for determining priorities among district and school goals
	Ensures that the school adopts research supported practices and strategies to support district and school goals	<i>And</i> works with the board, leadership team, and staff as appropriate, to evaluate research supported practices and strategies based on district and school and student data	<i>And</i> works with the board, leadership team, and staff as appropriate, to set priorities among research supported practices and strategies before adopting and committing district resources to implementation;
	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> sets expectations for district personnel to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 2: Strategic and Systemic			
Ineffective	Minimally Effective	Effective	Highly Effective
2C2	Works with the Board and leadership team as appropriate, to establish both short and long term leadership priorities for his/her work based on district and school goals	<i>And</i> works with the Board, leadership team, and staff as appropriate, to establish both short and long term priorities for their work based on district and school goals	<i>And</i> cultivates shared leadership to focus on achieving a set of short and long term priorities based on district and school goals
	Works with the Board and leadership team as appropriate, to ensure that the priorities and strategies that drive the work of the district and its schools are compatible with one another	<i>And</i> works with the Board, leadership team, and staff as appropriate, to ensure that the priorities and strategies that drive the work of the district and its schools are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of district and school priorities and strategies by linking them together into a systemic plan to meet district and school goals
	Maintains focus on district and school goals and priorities	<i>And</i> is persistent in achieving district and school goals and priorities while resolving issues and problems as they arise	<i>And</i> guides the board, leadership team, staff, students, and parents as appropriate, to remain persist in achieving district and school goals and priorities

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	Minimally Effective	Effective	Highly Effective
2C3	Stays informed on and adheres to relevant school laws, policies, and procedures	And guides the Board, leadership team, and staff as appropriate, to remain informed and follow relevant school laws, policies, and procedures	And contributes to or guides district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students
	Establishes a personal track record of truthfulness and honesty	And holds the leadership team, staff and students to high standards of truthfulness and honesty	And works with the board, leadership team, staff, students, and parents as appropriate, to maintain a district culture where truthfulness, honesty, and integrity are valued, honored, and recognized
	Treats all persons fairly	And sets district-wide expectations for the fair treatment of all persons	And works with the board and leadership team as appropriate, to recognize and reward fairness and fair play among the leadership team, staff, students and parents
	Establishes a personal track record of ethical decision making	And maintains transparency in personal and district decision making processes	And works with the board as appropriate, to establish a district culture in which board members, administrators, staff and students engage regularly around issues of ethics, integrity, and fairness And contributes to the establishment of a school and district track record of fair and ethical decision making

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Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 4: Adaptive and Resilient			
Ineffective	Minimally Effective	Effective	Highly Effective
2C4	Establishes effective personal work habits	And uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	And seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals And establishes a school culture that assists the board, leadership team, staff and students as appropriate, with personal renewal, including processes of reflection and introspection
	Is reliable and consistent about personal attendance and fulfillment of responsibilities	And works with the board, leadership team, and staff as appropriate, to establish expectations for participation, attendance and/or fulfillment of responsibilities for students, district personnel, and others	And works with the board, leadership team, and staff as appropriate, to provide assistance and recognition for participation, attendance, and/or fulfillment of responsibilities
	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	And openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	And provides opportunities for the board members, leadership team, staff, students, and parents as appropriate, to share their sources of personal inspiration and commitment to educating and serving students
	Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities	And utilizes computer and mobile communications devices, programs, and systems to expand and enhance communication, information access, and work processes	And keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness

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Domain 3: Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with the leadership team and staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with the leadership team and staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Works with the leadership team to ensure that all staff use district curriculum documents in planning, delivering, and assessing instruction	<i>And</i> works with the leadership team to monitor the teaching of the district curriculum through classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with the leadership team and staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards
	Works with the leadership team and staff to identify priority or essential curriculum (power) standards	<i>And</i> works with the leadership team and staff to identify cross-curricular learning and performance standards, e.g. thinking skills, research skills, etc.	<i>And</i> works with the leadership team and staff to ensure that the academic curriculum and extra-curricular programs are appropriate for the population the district serves
		<i>And</i> works with the leadership team and staff to provide information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the schools provide students and parents assistance in understanding and working with the core curriculum standards

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Domain 3: Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 2: Evidence based and Differentiated Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
3A2	Has a working knowledge about evidence based effective instruction	<i>And</i> works with the leadership team and staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning for the population the district serves	<i>And</i> works with the leadership team and staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning
	Visits buildings and classrooms to monitor and encourage quality instructional practices	<i>And</i> works with the leadership team to establish expectations and a system for conducting classroom visits and observations	<i>And</i> works with the leadership team to improve their collective ability to know and recognize effective and differentiated instructional practices
	Works with building principals to create opportunities for teachers to observe each other's classrooms	<i>And</i> works with building principals to assist teachers in using observation feedback from administrators and other teachers in planning for instructional improvement	<i>And</i> assists building leaders in establishing regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning
	Engages the leadership team in discussing ways to differentiate instruction based on student needs	<i>And</i> works with the leadership team and staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs	<i>And</i> works with the leadership team and staff to evaluate how the differentiated instruction strategies in use are impacting student learning
	Has a working knowledge of tiered intervention systems for student success (RTI)	<i>And</i> works with the leadership team and staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards	<i>And</i> works with the leadership team and staff to evaluate and improve the district's system of interventions based on evidence of student learning

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Domain 3: Systems Alignment			
Factor 3: High Quality and Reliability Instructional Program			
Characteristic 3: Standards Based Assessment and Feedback			
Ineffective	Minimally Effective	Effective	Highly Effective
3A3	Has a working knowledge of different kinds of assessments, their purposes, the types of information they yield to inform teaching and learning, and the appropriate uses of the data from those assessments	<i>And</i> works with the leadership team and staff to increase their knowledge and improve their ability to employ effective assessment practices	<i>And</i> works with the leadership team and staff to develop a comprehensive assessment system
	Works with the leadership team to monitor the use of district assessments	<i>And</i> works with the leadership team and staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction and school improvement	<i>And</i> works with the leadership team and staff to develop team processes for analyzing and interpreting assessment results and planning instruction based on those results
	Has a working knowledge of analysis and interpretation of assessment data	<i>And</i> works with the leadership team and staff to improve analysis and interpretation of assessment data to achieve better student results	<i>And</i> develops administrative and staff leaders in assessment, analysis, and interpretation practices
	Works with the leadership team and staff to ensure and timely communication of assessment results to students and parents	<i>And</i> works with the leadership team and staff to develop a reliable system for providing timely feedback to students and parents based on assessment results	<i>And</i> works with the leadership team staff develop a reliable system for students to use assessment results to track their own learning progress and set their own learning goals
	Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> ensures the leadership team and staff understand and follow ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data

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Domain 3: Systems Alignment			
Factor 3: High Quality and Reliability Instructional Program			
Characteristic 4: Technology to Expand Learning Opportunity			
Ineffective	Minimally Effective	Effective	Highly Effective
3A4	Ensures that the district has an up to date improvement and/or strategic plan that includes both the use of technology for teaching and learning and the use of technology for school and district operations	<i>And</i> ensures that the district improvement and/or strategic plan includes goals and strategies for expanding, extending, and enhancing student learning	<i>And</i> ensures that the technology goals and strategies for expanding, extending, and enhancing student learning draw from both research supported practices and evidence based models
	Encourages and solicits innovative ideas for using technology for better student results (achievement, behavior, attendance, engagement, etc.)	<i>And</i> connects the leadership team and staff to sources where they can learn about best practices with instructional technology and emerging innovations	<i>And</i> establishes a process for field testing and evaluating innovative ideas for using technology to improve student results
	Provides direction, training, and support to staff and the leadership team and for using district technology resources	<i>And</i> , provides the leadership for expanding the integration of technology in the district's processes, daily routines, communications, and instruction	<i>And</i> ensures that the district improvement and/or strategic plan is technology rich with goals and strategies that align with and complement other strategic and/or improvement goals
	Encourages the use of technology to expand learning opportunity beyond the normal school day	<i>And</i> works with the leadership team and staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose)	<i>And</i> advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning

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Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 1: Laws, Policies, and Regulations			
Ineffective	Minimally Effective	Effective	Highly Effective
3B1	Maintains current knowledge of and consistently follows state and federal law that affect school operations and students	<i>And</i> works with the board and the leadership team as appropriate, to maintain a district policy system that aligns with state and federal laws	<i>And</i> works with the board and the leadership team as appropriate, to align district policies, regulations, and procedures with the district mission, vision, goals, improvement strategies, and programs
	Establishes systems for district personnel to maintain and follow district, state, and federal laws, policies, and regulations	<i>And</i> establishes district routines and processes to carry out laws, policies, and regulations	<i>And</i> establishes district systems to monitor, evaluate, and improve school routines and processes to carry out laws, policies, and regulations
	Monitors and tracks school safety and student well-being factors	<i>And</i> works with the leadership team and staff to make data informed decisions regarding improvement to school safety and student well-being	<i>And</i> works with the leadership team and staff to research, evaluate, and implement evidence based strategies to improve school safety and student well-being
	Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the district	<i>And</i> works with the board and the leadership team as appropriate, to understand and follow provisions of employee contracts and other contractual agreements that pertain to them	<i>And</i> works with the board and district and employee group leaders to establish processes for negotiations and contract maintenance
	Forms relationships with employee group leaders	<i>And</i> works with the leadership team to establish systems and processes of engagement with employee group leaders	<i>And</i> works with the leadership team and employee group leaders to anticipate and address potential employee issues

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Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 2: Processes and Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
3B2	Ensures that the leadership team and staff know and follow all rules, regulations, and program/fiscal requirements of state and federal funded programs utilized by the district	<i>And</i> works with the leadership team and staff to align state and federal funded programs and services with district funded programs and services to meet the needs of students	<i>And</i> works with the leadership team and staff to evaluate and revise state and federal funded programs as needed to achieve the district's mission, vision, goals, and strategies
	Works with the leadership team, staff and students to understand and follow established school and processes and procedures that support district programs and services	<i>And</i> solicits feedback from the leadership team, staff, students, and parents on the effectiveness of processes and procedures that support district programs and services	<i>And</i> works with the leadership team and staff to evaluate and revise processes and procedures that support district programs and services and maintain alignment with district strategic and improvement plans
	Holds the leadership team accountable for maintaining effective building and department level processes and procedures	<i>And</i> works with the leadership team to align building and department level processes and procedures with district processes and procedures	<i>And</i> encourages the leadership team to engage staff, students, and parents in designing and developing improved school-based processes and procedures to support school-based programs and services
	Monitors the alignment and reliability of district programs and services for students	<i>And</i> works with the leadership team and staff to improve alignment of district programs and services for students	<i>And</i> works with the leadership team and staff manage student transitions into, through, and out of district programs and services
	Works with the leadership team and staff to ensure that district programs and services are delivered with integrity	<i>And</i> works with the leadership team to establish criteria and measures for implementation integrity for district programs and services	<i>And</i> works with the leadership team and staff to monitor implementation integrity and use data to evaluate and improve district programs and services

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Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 3: Resource Allocation and Management			
Ineffective	Minimally Effective	Effective	Highly Effective
3B3	Understands and works with the board and district personnel as appropriate, to follow established systems, processes, and procedures for fiscal and material resource management in accordance with state and federal law	<i>And</i> works with the board and leadership team as appropriate, to develop or refine systems, processes, and procedures for fiscal and material resource management as needed to adhere to state and federal laws and best practices	<i>And</i> works with the board, leadership team, and staff as appropriate, to maximize the impact of district fiscal and material resources in achieving the district mission, vision, and goals
	Monitors the school's fiscal management and financial status	<i>And</i> communicates with the board, leadership team, and staff as appropriate, regarding the school's fiscal management and financial status	<i>And</i> maintains transparency with all stakeholders regarding the school's fiscal management and financial status; <i>And</i> works with the board, leadership team, staff, parents, and community as appropriate, to seek out and secure additional sources of fiscal, human, and material support as needed to achieve district goals
	Maintains multiple year fiscal histories and projections	<i>And</i> works with the board and leadership team as appropriate, to analyze the district's fiscal history and projections	<i>And</i> works with the board and leadership team as appropriate, to set and achieve fiscal goals that align with the district mission, vision, and goals
	Understands and follows district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement	<i>And</i> works with the board and leadership team as appropriate, to use district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement	<i>And</i> works with the board, leadership team, and staff as appropriate, to evaluate and refine district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement as needed

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Domain 3: Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 4: Personnel Policies and Practices			
Ineffective	Minimally Effective	Effective	Highly Effective
3B4	<i>And</i> works with the board, leadership team, and staff as appropriate, to know and follow district personnel policies and practices	Works with the board and leadership team as appropriate, to ensure that district personnel policies and practices are consistent with state and federal laws	<i>And</i> works with the board, leadership team, and staff as appropriate, to evaluate and improve district personnel policies practices as needed to align with the district mission and vision and achieve district goals
	Works with the board and leadership team as appropriate, to follow district hiring, promotion, discipline, and dismissal policies and practices	<i>And</i> provides training and assistance as needed to district administrators on district hiring, promotion, discipline and dismissal policies and practices	<i>And</i> works with the board and the leadership team as appropriate, to evaluate and improve district hiring, promotion, discipline and dismissal policies and practices as needed to achieve district goals
	Works with the leadership team as appropriate, to ensure that staff roles and responsibilities are communicated and understood	<i>And</i> works with the leadership team to hire and/or assign people to positions based on capacity to meet the expectations of those positions	<i>And</i> works with the board and leadership team as appropriate, to differentiate roles and responsibilities as needed to meet the goals of the school and make optimal use of personnel knowledge, talents, and expertise

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Domain 3: Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 5: Non-instructional Technology			
Ineffective	Minimally Effective	Effective	Highly Effective
3B5	Ensures that the district improvement and/or strategic plans include goals and strategies for supporting school and district non-instructional functions	<i>And</i> establish a process to evaluate the effectiveness of non-instructional technology systems and applications	<i>And</i> establishes a process for maintaining and expanding the district's non-instructional technology resources as needed to achieve effective and reliable operations
	Encourages and solicits innovative ideas for using technology to improve non-instructional school and district functions	<i>And</i> connects the leadership team and staff to sources models, systems, and practices for using technology to manage district non-instructional	<i>And</i> establishes a process for field testing and evaluating innovative ideas for using technology to improve school and district non-instructional functions
	Works with the leadership team and staff to maintain up-to-date web-sites, web-based resources, and telecommunications resources	<i>And</i> works with the leadership team and staff to utilize the district and school web sites, web-based resources, and telecommunication resources to support the district mission, vision, and goals	<i>And</i> works with the leadership team and staff to evaluate and improve utilization of district/school web sites, web-based resources and telecommunications resources to support the district mission, vision, and goals

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Domain 4: Processes			
Factor A: Community Building			
Characteristic 1: Board Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A1	Develops relationships, rapport, and respectful interactions with the board	<i>And</i> assists board members in developing or enhancing relationships, rapport, and respectful interactions between themselves	<i>And</i> works with the board in developing or enhancing relationships, rapport, and respectful interactions with both the internal and external school community
	Works with the board and school community to develop and implement the district mission, vision, and strategic plan	<i>And</i> assists the board in establishing, monitoring, and achieving district strategic goals	<i>And</i> works with the board to communicate with both the internal and external school community regarding district strategic goals and progress in achieving those goals
	Works with the board to follow board established routines and processes for conducting board business (meetings, agendas, work sessions, etc.)	<i>And</i> assists the board in maintaining and using board routines and processes effectively to achieve district goals	<i>And</i> works with the board to evaluate and refine board routines and processes as needed to conduct board business in an effective, efficient, and ethical manner
	Works with the board to follow established processes for working and engaging with internal and external stakeholders (leadership team, staff, parents, students, and the community)	<i>And</i> assists the board in maintaining and using established processes for working with and engaging with internal and external stakeholders to achieve district goals	<i>And</i> works with the board to evaluate and refine processes for working with internal and external stakeholders to achieve district goals

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Domain 4: Processes			
Factor A: Community Building			
Characteristic 2: Leadership Team Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A2	Develops relationships, rapport, and respectful interactions with members of the leadership team	<i>And</i> assists leadership team members in developing relationships, rapport, and respectful interactions between themselves	<i>And</i> works with the leadership team to develop relationships, rapport, and respectful interactions with both the internal and external school community
	Works with the leadership team to set priorities for their work based on the district mission, vision, and strategic plan and district/school improvement plans	<i>And</i> assists the leadership team in monitoring progress in achieving district and school goals and reporting on that progress to the board or supervisor	<i>And</i> works with the leadership team to communicate with both the internal and external school community regarding district and school goals and progress in achieving those goals
	Works with the leadership team to establish and follow routines and processes for conducting leadership team business (meetings, agendas, work sessions, etc.)	<i>And</i> assists the leadership team in maintaining and using team routines and processes effectively to address district priorities and achieve district and school goals	<i>And</i> works with the leadership team to evaluate and refine team routines and processes as needed to conduct district business in an effective, efficient, and ethical manner
	Works with the leadership team to establish processes for working and engaging with internal and external stakeholders (leadership team, staff, parents, students, community, and lawmakers)	<i>And</i> assists the leadership team in maintaining and using established processes for working with and engaging with internal and external stakeholders	<i>And</i> works with the leadership team to evaluate and refine processes for working with internal and external stakeholders to achieve district goals and maintain effective, efficient, and ethical district operations

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Domain 4: Processes			
Factor A: Community Building			
Characteristic 3: Internal and External Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A3	Develops relationships, rapport, and respectful interactions with internal and external stakeholders	And maintains visibility by engaging both formally and informally with district and community functions, and scheduling time in schools	And establishes processes for collecting regular feedback from stakeholders on district programs and services and interactions with district personnel
	Reviews and uses assessment and feedback from stakeholders	And uses assessment and feedback data to engage the board, leadership team and staff in improvement focused dialogue	And works with the board, leadership team and staff as appropriate, to interpret and respond to needs/concerns of stakeholders to inform decisions
	Welcomes and invites parents and community members to participate in school and district work	And works with the board and the leadership team as appropriate, to enlist parents and community members to participate in school and district work	And ensures that a diverse representation of parents and community members actively participate in school and district work
	Responds to parent and community members' concerns with respect and empathy	And works with the board and the leadership team as appropriate, to engage parents and community members in dialogue about issues of common concern	And works with the board and the leadership team as appropriate, to mobilize parents and community members in addressing issues of common concern
	Avoids marginalizing, patronizing, or giving advantage to any one group or individual	And works with the board and leadership team as appropriate, to treat all segments of the community respectfully and equitably	And collaborates with diverse segments of the community in ways that contribute to the success of all students
	Maintains a district profile of student and community characteristics	And works with the leadership team and staff to interpret and respond to data on student and community characteristics in decision making	And works with the board and leadership team as appropriate, to interpret how data on student and community characteristics informs the work of strategic planning
	Maintains a working knowledge of community based programs and services for students and families	And works with the community to coordinate services for students and families	And works with community leaders to develop external partnerships to address needs of students and families

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Domain 4: Processes			
Factor A: Community Building			
Characteristic 4: Communications and Media Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A4	Communicates regularly with both internal and external stakeholders	<i>And</i> uses multiple communications tools; e.g. newsletters, surveys, letters, email, reports, phone calls, web-sites, social media, etc.	<i>And</i> , creates frequent opportunities for two-way communication using multiple venues; e.g. face-to-face meetings, forums, web sites, social media, and other interactive or on-line engagements
	Provides information to parents and the community about district student achievement results	<i>And</i> works with the board, leadership team, and staff as appropriate, to assist parents and the community in understanding and interpreting student achievement results	<i>And</i> works with the board, leadership team, and staff as appropriate, to solicit parent and community feedback on student achievement results
	Encourages parents to be full partners in their child's education	<i>And</i> works with the leadership team and staff to provide parent information about assisting their children in developing learning goals	<i>And</i> works with the leadership team and staff to provide parent information about assisting their children in achieving academic and extra-curricular goals
	Spotlights school successes with the media	<i>And</i> creates partnerships with the media (television, radio, newspaper, etc.) to tell the school's story and cover important education issues	<i>And</i> develops a process for working with the media in a crisis or other highly charged situation

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Domain 4: Processes			
Factor B: Evidence Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	Minimally Effective	Effective	Highly Effective
4B1	Raises questions about why and how student achievement results are what they are	<i>And</i> works with the board, leadership team, and staff as appropriate, as appropriate to identify and challenge assumptions about student achievement and raise questions about school and district results	<i>And</i> develops shared leadership to raise questions about student learning and challenge assumptions collaboratively raise questions about school and district results
	Creates district routines that engage the board, leadership team, and staff as appropriate, in examining student achievement results across the district	<i>And</i> works with the board, leadership team, and staff as appropriate, as appropriate in refining district and school routines to establish examination of student results	<i>And</i> develops shared leadership to refine district routines for collaborative inquiry and examination of student results to develop evidence based improvement goals and strategies
	Establishes leadership and staff teams to conduct collaborative inquiry	<i>And</i> works with the leadership team to provide training, facilitation, and support for teacher teams (e.g. PLCs, Data Teams, etc.) to conduct collaborative inquiry	<i>And</i> develops shared leadership to support the work of collaborative inquiry teams utilizing SMART Goals, Action Research, or other evidence based team processes

Superintendent and District Leader Formative Rubric 2.0

Domain 4: Processes			
Factor B: Evidence Based Improvement			
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	Minimally Effective	Effective	Highly Effective
4B2	Understands and uses multiple forms of data: • student demographics • school process • student achievement • behavioral • staff, student, and parent feedback	<i>And</i> works with district personnel to understand and use multiple forms of data: • student demographics • school process • student achievement • behavioral • staff, student, and parent feedback	<i>And</i> develops shared leadership and district expertise in the use and analysis of multiple data types and forms
	Knows and applies processes to analyze data from multiple data types and sources	<i>And</i> works with the leadership team and staff as appropriate to use multiple data types and sources and establishes multi-year trends, aggregated and disaggregated performance status profiles, and growth profiles	<i>And</i> develops shared leadership and district expertise to deepen data analysis by triangulating information from multiple data types and sources and applying robust statistical analyses
	Uses the results of analysis from multiple forms of data to inform strategic planning goals and school improvement targets	Works with the board, the leadership team, and staff as appropriate, to use the results of analysis from multiple forms of data to inform strategic planning goals and school improvement targets	<i>And</i> develops shared leadership to use the results of analysis from multiple forms of data to inform strategic planning goals and/or school improvement targets
	Establishes processes for benchmarking implementation progress and results from strategic plans and improvement strategies	<i>And</i> works with the leadership team and staff to systematically collect benchmark data for tracking the implementation and effectiveness of school improvement strategies	<i>And</i> develops shared leadership to replace or revise school improvement strategies as indicated by benchmarking data to achieve strategic goals and school improvement targets

Superintendent and District Leader Formative Rubric 2.0

Domain 4: Processes			
Factor B: School and District Improvement			
Characteristic 3: Data Systems			
Ineffective	Minimally Effective	Effective	Highly Effective
4B3	Has a working knowledge of the data collection, storage, security, retrieval, and analysis systems for the district	<i>And</i> works with the leadership team to develop a working knowledge of the district's data systems	<i>And</i> develops shared leadership to train and support staff and others as needed in the use of the school's data system
	Sets and communicates expectations for how the leadership team and staff are to use the district data systems	<i>And</i> establishes a process to monitor and support appropriate use of the district data systems	<i>And</i> works with the leadership team and staff to improve utilization of the district's data system to support district goals and improvement strategies
	Establishes and communicates expectations for tracking individual and classroom level student achievement	<i>And</i> works with the leadership team to help staff use the school's data system for classroom assessments and other classroom level generated data	<i>And</i> works with the leadership team to assist staff in using the school's data systems to create classroom and individual student learning profiles
	Collects feedback on the effectiveness of the district data systems	<i>And</i> works with district personnel and data system providers to evaluate and recommend improvements to the district data systems	<i>And</i> works with the board to respond to district needs for improving or replacing the district's data systems

Superintendent and District Leader Formative Rubric 2.0

Domain 4: Processes			
Factor B: School and District Improvement			
Characteristic 4: Aligned Improvement, Monitoring, and Reporting			
Ineffective	Minimally Effective	Effective	Highly Effective
4B4	Works with the board, the leadership team, and staff as appropriate, to understand and use the school and district level improvement processes	<i>And</i> works with the board, the leadership team, and staff as appropriate, to evaluate and select strategic planning and school improvement models	<i>And</i> works with the board, the leadership team, and staff as appropriate, to ensure district strategic planning and school improvement processes are aligned and complementary
	Works with the board, the leadership team, and staff as appropriate, to understand follow state and district improvement planning processes	<i>And</i> works with board, leadership team, and staff as appropriate, to develop and implement district and school improvement planning processes with fidelity	<i>And</i> works with the board, leadership team, and staff as appropriate, to ensure that district and school improvement plans are aligned and compatible
	Works with the leadership team to follow the district and school improvement progress monitoring system	<i>And</i> works with the board, the leadership team, and staff as appropriate, to refine and or adapt the district and school improvement progress monitoring system as needed	<i>And</i> works with the board as appropriate, to provide adequate and appropriate data analysis systems to support the district progress monitoring system
	Works with the leadership team to follow the district progress reporting process	<i>And</i> works with the board, the leadership team, and staff as appropriate, to produce progress reports for all designated audiences	<i>And</i> works with the board, the leadership team, and staff as appropriate, to disseminate district progress reports and engage designated audiences in feedback

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor A: Human Capacity Development			
Characteristic 1: Professional Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
5A1	Develops a personal growth plan based on district improvement goals and evaluation feedback	<i>And</i> updates and revises the personal growth plan based on results data and performance evaluation feedback	<i>And</i> works with other leaders to identify and incorporate evidenced-based leadership practice into personal growth plans
	Maintains active engagement with professional organizations and other sources of professional learning	<i>And</i> works with the leadership team and staff to identify sources for research supported professional learning to meet staff learning needs	<i>And</i> establishes shared leadership to participate local, state, or national professional learning projects or initiatives
	Establishes expectations for district personnel develop personal growth plans through the district staff evaluation process	<i>And</i> works with the leadership team to provide differentiated professional learning opportunities that support personal growth and district and school improvement plans	<i>And</i> establishes shared leadership for helping staff develop personal growth plans that meet their specific learning needs
	Actively participates in district and/or external professional learning activities	<i>And</i> ensures that district personnel engage with and use educational research and professional learning to inform their work	<i>And</i> develops shared leadership to establish a district professional learning system aligned with state and national standards and school/district learning needs
	Reads professionally and sets expectations for others to do so	<i>And</i> works with the leadership team and staff to cultivate a collaborative learning culture	<i>And</i> develops shared leadership to evaluate the effectiveness of district professional learning based on performance evaluations and results data
	Seeks opportunities for personal mentoring and coaching	<i>And</i> works with the leadership team and staff to design and implement an induction, mentoring, and coaching program for district personnel	<i>And</i> develops shared leadership to evaluate staff induction, mentoring, and coaching programs based on performance evaluations and results data

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor A: Human Development			
Characteristic 2: Leadership Development			
Ineffective	Minimally Effective	Effective	Highly Effective
5A2	Creates opportunities for staff to be involved in the decisions that affect the day-to-day operation of the schools and district	<i>And</i> creates opportunities staff to play leadership roles in district initiatives and activities	<i>And</i> empowers others to lead and/or facilitate meetings, lead committees, and assume other leadership roles
	Works with building administrators to cultivate and recognize teacher leadership within the building	<i>And</i> works with building administrators to develop a collaborative culture where staff shares responsibility and leadership for student and school success	<i>And</i> works with the board and the leadership team as appropriate, to provide training, resources, and support to district (administrative and staff) leaders
	Seeks out the best candidates for district, school and teacher leadership roles	<i>And</i> develops emerging leaders through training, mentoring, coaching, and support	<i>And</i> works with the board or supervisor, to monitor and develop leadership capacity within the district and school community
	Works with building administrators to develop parent and student leaders	<i>And</i> works with the leadership team and staff to create meaningful leadership roles for parent and student leaders	<i>And</i> work with the board or supervisor, to recognize and celebrate the contributions of administrators, staff, student, parent, and community leaders

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor A: Human Development			
Characteristic 3: Performance Evaluation			
Ineffective	Minimally Effective	Effective	Highly Effective
5A4	Ensures that the district follows state and local procedures for staff and administrator performance evaluation	<i>And</i> assists the leadership team and staff in understanding and participating appropriately in state and local procedures for staff and administrator performance evaluation	<i>And</i> establishes a system to monitor and evaluate district performance evaluation practices
	Ensures the district develops Individual Development Plans (IDPs) as needed to improve staff performance	<i>And</i> works with the leadership team to involve staff as partners in the creation of Individual Development Plans (IDPs)	<i>And</i> works with the leadership team to empower staff through the use of performance portfolios, peer observations, mentoring and coaching, and shared problem solving to improve staff performance
	Works with the leadership team to establish processes for classroom observations and feedback	<i>And</i> provides training and coaching for the leadership team to improve their observation and evaluation skills	<i>And</i> convenes discussions with the leadership team and staff about observed classroom practices and the impact of those practices on students
	Solicits feedback on his or her own performance	<i>And</i> works with the board to establish and use a system/process for superintendent evaluation and feedback that aligns with other district performance evaluation processes	<i>And</i> works with the board or supervisor to establish and use a system/process for board evaluation that aligns with other district performance evaluation processes

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor A: Human Development			
Characteristic 4: Productivity			
Ineffective	Minimally Effective	Effective	Highly Effective
5A3	Offers innovative and adaptive ideas to achieve district goals	<i>And</i> creates opportunities for the leadership team and staff to offer innovative and adaptive ideas to achieve district and school goals	<i>And</i> empowers the leadership team and staff to field test and evaluate innovative and adaptive ideas for achieving district and school goals
	Recognizes innovative and adaptive ideas offered by the leadership team, staff, students, parents, and community members to achieve district goals	<i>And</i> creates opportunities for students, parents, and community members to offer innovative and adaptive ideas to achieve district and school goals	<i>And</i> develops shared leadership to work with students, parents, and community members in developing and testing innovative and adaptive ideas to achieve district goals
	Establishes a process for personnel roles and responsibilities to be communicated and understood	<i>And</i> hires and/or assigns people to staff positions based on qualifications and capacity to meet the expectations of those positions	<i>And</i> cultivates shared leadership to differentiate roles and responsibilities as needed to meet the goals of the district and make optimal use of staff knowledge, talents, and expertise
	Establishes regular and reliable district routines and procedures as needed to support productivity	<i>And</i> works with the leadership team and staff to communicate about district routines and procedures with internal and external stakeholders as appropriate	<i>And</i> develops shared leadership to evaluate, modify, and/or create new district routines and processes as needed to increase productivity

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor B: Contextual and Political			
Characteristic 1: Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
5B1	Maintains current knowledge about the community through relevant information sources and engagement	<i>And</i> shares pertinent community information with the leadership team and staff	<i>And</i> shares pertinent community information with the board and other community leaders
	Maintains current knowledge about state and federal education policy through relevant information sources and engagement with state and federal policy leaders	<i>And</i> shares pertinent information about state and federal education policy with the leadership team and staff	<i>And</i> shares pertinent information about state and federal education policy with the board and other community leaders
	Maintains current knowledge about local, state, and federal laws and pending legislation	<i>And</i> shares pertinent information about local, state, and federal laws and pending legislation with the leadership team and staff	<i>And</i> shares pertinent information about local, state, and federal laws and pending legislation with the board and other community leaders
	Is acquainted with local, state and federal officials and legislators	<i>And</i> assists the board and community leaders as appropriate, in becoming acquainted with local, state, and federal officials and legislators	<i>And</i> participates in the state and federal legislative process through professional associations, other political action or policy entities, and direct communications with officials and legislators

Superintendent and District Leader Formative Rubric 2.0

Domain 5: Capacity Building			
Factor B: Contextual and Political			
Characteristic 2: Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
5B2	Assists the board or supervisor in examining education issues and considering possible positions	<i>And</i> assists the board as appropriate, in communicating and explaining positions on education issues to the internal and external school community	<i>And</i> assists the board or supervisor advocating their positions to community leaders, and state and federal legislators, and government officials
	Provides direct input to legislators on pending legislation	<i>And</i> assists the board as appropriate, in providing input to legislators on pending legislation	<i>And</i> assists parents, local community members, and community leaders in providing input to legislators on pending legislation
	Considers the best interests of students in developing positions on education policy and legislation	<i>And</i> works with the board, the leadership team and staff as appropriate, to consider the best interests of students in developing district positions on education policy and legislation	<i>And</i> educates parents, community members and local officials regarding critical concerns for students in developing positions on education policy and legislation



Superintendent and District Leader Summative Rubric 2.0 for LEA.ISD.ESA

The Superintendent and District Leader Summative Rubrics 2.0 provide administrators and their evaluators with a condensed version of each evaluation characteristic (see School ADvance Administrator Evaluation User Manual and the Superintendent and District Leader Framework and Formative Rubric 2.0). This Summative Rubric is organized around the four practice domains (Domains 2-5) and nine practice Factors for assessing the performance of superintendents, first line assistants, directors, supervisors and other district administrators. The Superintendent and District Leader Framework provides statements that capture the major elements of each domain through specific performance factors and characteristics. The Domains, Factors, and Characteristics in the Summative Rubric match those in the Framework and Formative Rubric. The Summative Rubric should be used as the basis for the summative performance assessment. The Formative Rubric should be used for formative assessment activities (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance ratings on the Summative Rubric, informing personal growth plans, or plans of assistance/improvement.

Each characteristic in the Summative Rubric collapses several behavioral indicators listed within the Formative Rubric for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: Domain 1 is only provided in the Summative Rubric. There is no Formative Rubric needed or provided for Domain 1–Results, as Domain 1 is only factored into the performance review at the summative level.

Color Key for Rubrics:

Domain
Factor
Characteristic

Superintendent and District Leader Summative Rubric 2.0

Domain 1 – Results			
A. Growth targets on mandatory state academic measures (both annual and interim assessments)*			
Ineffective	Minimally Effective	Effective	Highly Effective
1A	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
B. Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*			
Ineffective	Minimally Effective	Effective	Highly Effective
1B	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
C. Growth targets on valid, research supported behavioral measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1C	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets
D. Growth targets on valid, research supported psycho, social, and/or emotional measures associated with academic achievement*			
Ineffective	Minimally Effective	Effective	Highly Effective
1D	Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

*Growth targets should be expressed as a range rather than a single point target. If more than one growth target is set for any of Factors A-D, score each growth target separately and determine the formula for aggregating ratings on all targets for each Factor into one rating for that Factor. Also develop a formula for aggregating ratings on all Factors (A-D) into one overall Domain 1 rating applying any statutory requirements where applicable. See page 3 for further explanation. Also, see pages 3-4 for information on adapting Domain 1 for use by intermediate and regional service districts and agencies.

Additional Information on Measures and Growth Targets

Many states, including Michigan, have statutory requirements for the calculation and inclusion of student growth ratings. Users are advised to work with guidance provided by their state departments of education regarding specific statutory requirements for their state and any regulations or technical assistance to interpret those statutory requirements. The Four student growth factors of the School ADvance Domain 1 reflect the current state of the literature and research regarding student growth ratings. They also provide districts with options for identifying what student success indicators and measures to include in a local student growth rating system.

Districts are further advised to work toward a comprehensive student success and growth model. To get started, consult with the School ADvance User' Manual and Training Materials and attend a School ADvance training workshop for initial guidance. Through the School ADvance workshops and support material, users are introduced to the following process for applying the four Factors of Domain 1 to develop student growth ratings:

1. Establish a district student success model with a variety of student success indicators and measures
2. Use trend data for various student success indicators and measures to establish growth targets
3. Set ranges for achieving each growth target
4. Select and use behavioral measures as appropriate for the student population (Factor C)
5. Select and use psycho, social, emotional measures as appropriate for the student population (Factor D)
6. Develop a formula for aggregating the growth ratings for each Factor into an overall Domain 1 growth rating if required by statute or district evaluation policy*

*Growth ratings for both teachers and administrators are always estimates of a given person's influence on student success and growth. As such, they are not exact measures and should be used advisedly in combination with evidence of actual performance indicators based on demonstrated practices and behaviors. School ADvance encourages the use of multiple indicators and multiple measures to estimate student growth and success and triangulation of evidence of student growth for any given success indicator. Where districts are allowed local prerogative under state requirements for creating student growth ratings, School ADvance recommends using a collaborative process with teachers and school leaders to develop a local student success model and develop student growth targets and ratings on the basis of that model. The School ADvance GrowthPLUS resources and tools can provide additional guidance for districts that wish to develop a comprehensive student success model. For further information, go to the GrowthPLUS page of this web site.

Adapting Domain 1 for Leaders at the district level of intermediate school districts (ISDs), regional educational service agencies (ESAs), and other state or regional service providers that serve multiple local districts: The following provides guidance for ISDs or ESAs on when it is appropriate to apply each of the Domain 1 Factors:

1. If the ISD or ESA provides programs that include grade levels and subjects for which there are mandatory State assessments or alternative assessments, Factor A would apply to any administrator overseeing those programs, the ISD or ESA superintendent, and any central administrators who oversee a division that hosts such programs.
2. If the ISD or ESA provides programs that have academic student outcomes not covered by any mandatory state assessment or alternative assessment (e.g. vocational, visual and performing arts, special education programs, alternative school, or other chartered school programs), Factor B would apply as described in number 1).
3. If the ISD or ESA provides programs that have behavioral student outcomes (e.g. some special education, juvenile programs, vocational programs, etc.), Factor C would apply as described in number 1.
4. If the ISD or ESA provides programs that have psycho, social, or emotional outcomes (e.g. some special education, juvenile programs, vocational programs, etc.), Factor D would apply as described in number 1.
5. If the ISD or ESA provides **no programs that serve students directly**, Factors A-D do not apply and that ISD may want to use the Alternative Domain 1 illustrated below, in place of the standard Domain 1 displayed on page 2.
6. The following can also be used to supplement the required student growth rating in ISDs and ESAs that provide student programs and want to hold administrators accountable for both student growth and growth on non-student based quality indicators.

Alternative Domain 1 – Non-Student Based Results			
Growth Targets on One or More Non-Student Based ISD/ESA Quality Indicators~			
Ineffective	Minimally Effective	Effective	Highly Effective
	The district, division, and/or department made progress toward non-student based quality indicator targets for this cycle, but fell short of the effective performance range for this cycle	The district, division, and/or department made progress toward non-student based quality indicator targets within the performance range set for this cycle	The district, division, and/or department made progress toward non-student based quality indicator targets that exceeded the performance range set for this cycle

~Quality indicators can be developed for each division, department, and the overall organization based on a strategic plan or another means of establishing key performance indicators. School ADvance can help ISDs and ESAs establish their quality indicators and develop improvement targets.

Superintendent and District Leader Summative Rubric 2.0

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A1	Maintains focus on the district mission and communicates an informed vision of success for all students	<i>And</i> , engages stakeholders to establish a shared and informed vision of success for all students that aligns with the district mission	<i>And</i> establishes shared leadership to maintain focus and commitment to the district mission and vision of success for all students
Characteristic 2: Goals and Expectations			
Ineffective	Minimally Effective	Effective	Highly Effective
2A2	Establishes, stays focused on, and monitors own performance related to goals and expectations of success for all students	<i>And</i> works with the leadership team, staff, and board as appropriate to establish and monitor shared goals and expectations in support of the district mission and vision for student success	<i>And</i> works with internal and external stakeholders as appropriate to establish and monitor shared goals and expectations in service of the district mission and vision for student success

Superintendent and District Leader Summative Rubric 2.0

Domain 2: Leadership			
Factor B: Culture for Learning			
Characteristic 1: Values, Beliefs, Principles, and Diversity			
Ineffective	Minimally Effective	Effective	Highly Effective
2B1	Communicates and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with the leadership team and board as appropriate in establishing district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with internal and external stakeholders as appropriate to develop shared district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Characteristic 2: Language, Traditions, Celebrations, and Stories			
Ineffective	Minimally Effective	Effective	Highly Effective
2B2	Uses a variety of means to celebrate, communicate, and build upon the history, traditions, mission, and vision of the district	<i>And</i> works with the leadership team, board, staff, students, and parents to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district	<i>And</i> works with the leadership team, board, and staff as appropriate to engage and enlist internal and external stakeholders in celebrating the district and community's shared history, traditions, accomplishments, and aspirations

Superintendent and District Leader Summative Rubric 2.0

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	Minimally Effective	Effective	Highly Effective
2C1	Uses evidence based practices to support the work of the district	<i>And</i> works with the leadership team, board, and staff as appropriate to identify and use evidence based practices to inform and achieve the district's mission, vision, and goals	<i>And</i> cultivates shared leadership to identify, prioritize, and use research supported practices to inform and achieve the district's mission, vision, and goals
Characteristic 2: Strategic and Systemic			
Ineffective	Minimally Effective	Effective	Highly Effective
2C2	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district	<i>And</i> works with the leadership team, board, and staff as appropriate to organize district goals and strategies into a systemic plan with both short/long term priorities	<i>And</i> cultivates shared leadership to remain focused and persistent in achieving the district's systemic plan

Superintendent and District Leader Summative Rubric 2.0

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	Minimally Effective	Effective	Highly Effective
2C3	Conducts work in a fair, legal, and ethical manner	And works with the leadership team, board, and staff as appropriate to hold district personnel accountable for fair, legal, and ethical conduct	And works with the leadership team, board, internal and external stakeholders as appropriate to establish district policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct
Characteristic 4: Adaptive and Resilient			
Ineffective	Minimally Effective	Effective	Highly Effective
2C4	Demonstrates the personal work habits, skills, and practices needed to carry out job responsibilities	And models and sets expectations for the leadership team and staff as appropriate to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency	And works with the leadership team and board as appropriate to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency

Superintendent and District Leader Summative Rubric 2.0

Domain 3: Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Ensures that staff understand and use the district curriculum consistently and appropriately to plan and deliver instruction	<i>And</i> works with the leadership team and staff to ensure that the district curriculum aligns with state and national standards, is appropriate for all district students, and is communicated to students and parents	<i>And</i> cultivates shared leadership to ensure that the district curricular and extra-curricular programs are appropriate for the student population and understood by students and parents
Characteristic 2: Evidence Based and Differentiated Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
3A2	Establishes processes for teachers and school leaders as appropriate to identify and apply evidence-based instructional practices	<i>And</i> works with the leadership team and staff as appropriate to establish expectations and support for differentiated instruction and intervention using evidence-based strategies to meet the needs of all students	<i>And</i> establishes reliable processes for teachers and school leaders as appropriate to regular monitor, evaluate, adapt, and improve instructional strategies to meet the needs of all students

Superintendent and District Leader Summative Rubric 2.0

Domain 3: Systems			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 3: Standards Based Assessment and Feedback			
Ineffective	Minimally Effective	Effective	Highly Effective
3A3	Has a working knowledge of evidence based, ethical, and legal assessment and feedback practices	Works with the staff and leadership team as appropriate to establish district systems and processes for evidence based, ethical, and legal assessment and feedback practices	<i>And</i> works with the staff and leadership team as appropriate to monitor, evaluate, and improve the district assessment and feedback systems as needed to maintain adherence to evidence based, ethical, and legal practices
Characteristic 4: Technology to Expand Learning Opportunity			
Ineffective	Minimally Effective	Effective	Highly Effective
3A4	Ensures that the district develops and maintains an improvement and/or strategic plan that addresses technology for teaching and learning	<i>And</i> works with the leadership team, board, and internal/external stakeholders as appropriate to ensure that the plan reflects best practices for expanding and enhancing learning access and opportunity for students	<i>And</i> provides advocacy and opportunity for school leaders, staff, and students to pursue and implement innovative uses of technology to achieve district goals

Superintendent and District Leader Summative Rubric 2.0

Domain 3 – Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 1: Laws, Policies, and Regulations			
Ineffective	Minimally Effective	Effective	Highly Effective
3B1	Maintains current knowledge of and acts in accordance with state and federal laws, safety regulations, employee contracts, and district policies	<i>And</i> works with the leadership team to inform and hold district personnel accountable for adherence to state and federal laws, safety regulations, employee contracts, and district policies	<i>And</i> works with the leadership team and board as appropriate to monitor, and evaluate district policies, regulations and procedures and maintain alignment with the district mission, vision, and goals as well as state and federal laws, safety regulations, and contractual agreements
Characteristic 2: Processes and Procedures			
Ineffective	Minimally Effective	Effective	Highly Effective
3B2	Works with the leadership team, board, and staff as appropriate to maintain and follow systems, processes and procedures to support district programs and services	<i>And</i> works with the leadership team, board, and staff as appropriate to monitor and solicit stakeholder feedback on the effectiveness and alignment of district processes and procedures to support district programs and services	<i>And</i> works with the leadership team, board, and staff as appropriate to adapt and improve district processes and procedures to support district programs and services as needed based on stakeholder feedback and monitoring data
Characteristic 3: Resource Allocation and Management			
Ineffective	Minimally Effective	Effective	Highly Effective
3B3	Maintains district-wide adherence to established fiscal and material resource management policies, systems, processes, and procedures	<i>And</i> works with the leadership team, board, and staff as appropriate to develop, monitor, and adjust fiscal and material resource management policies, systems, processes, and procedures as needed to achieve the district mission, vision, and goals	<i>And</i> works with the leadership team, board, and staff as appropriate to develop stakeholder support and collaboration in evaluating resource needs and advocating for additional resources where needed to achieve the district mission, vision, and goals

Superintendent and District Leader Summative Rubric 2.0

Domain 3: Systems			
Factor B: Safe, Effective, Efficient Programs and Services			
Characteristic 4: Personnel Policies and Practices			
Ineffective	Minimally Effective	Effective	Highly Effective
3B4	Works with the leadership team, board, and staff as appropriate to follow and monitor district personnel practices, systems, and policies	And works with the leadership team, board, and staff as appropriate to align district personnel practices, systems, and policies with state/federal laws and the district's mission, vision, and goals	And works with the leadership team, board, and staff as appropriate to evaluate and improve district personnel practices, systems, and policies based on monitoring and stakeholder feedback data
Characteristic 5: Non-instructional Technology			
Ineffective	Minimally Effective	Effective	Highly Effective
3B5	Ensures that the district develops and maintains an improvement and/or strategic plan that addresses technology for operations, communication, and non-instructional programs and services	And works with the leadership team, board, and internal/external stakeholders as appropriate to ensure that the plan reflects best practices to support operations, communications and non-instructional programs and services	And establishes processes for testing and evaluating innovative ideas and funding for improved operations, communications, and non-instructional program technologies

Superintendent and District Leader Summative Rubric 2.0

Domain 4: Processes			
Factor A: Community Building			
Characteristic 1: Board Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A1	Works with or supports the board as applicable to: a. Sustain working relationships b. Establish the district mission, vision, and goals c. Adhere to established board routines d. Respond to internal and/or external stakeholders	And works with or supports the board as applicable to: a. Monitor working relationships b. Monitor progress in achieving district mission, vision, and goals c. Monitor how board routines are working d. Engage internal and/or external stakeholders	And works with or supports the board as applicable to: a. Enhance working relationships b. Adjust and refine strategies to achieve the district mission, vision, and goals c. Refine board routines d. Improve levels of engagement with internal and/or external stakeholders
Characteristic 2: Leadership Team Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A2	Works with the district leadership as applicable to: a. Sustain working relationships b. Establish the district mission, vision, and goals c. Adhere to established leadership team routines d. Respond to internal and/or external stakeholders	And works with the district leadership as applicable to: a. Monitor working relationships b. Monitor progress in achieving district mission, vision, and goals c. Monitor how leadership team routines are working d. Monitor engagement of internal and/or external stakeholders	And works with the district leadership as applicable to: a. Enhance working relationships b. Adjust and refine strategies to achieve the district mission, vision, and goals c. Refine leadership team routines d. Improve engagement of internal and/or external stakeholders

Superintendent and District Leader Summative Rubric 2.0

Domain 4: Processes			
Factor A: Community Building			
Characteristic 3: Internal and External Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A3	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community	And is highly visible in both the schools and/or the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district	And establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to achieve district goals
Characteristic 4: Communications and Media Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A4	Communicates regularly with internal and external stakeholders and the media per district policy on areas of public concern and interest	And works with the board and/or leadership team to build a multi-faceted communications plan to engage and inform internal and external stakeholders and work with the media for ongoing and special or crisis situations	And works with the board and/or leadership team to enhance two-way communications with internal and external stakeholders, improve parent involvement, and refine or improve media relations

Superintendent and District Leader Summative Rubric 2.0

Domain 4: Processes			
Factor B: Evidence Based Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	Minimally Effective	Effective	Highly Effective
4B1	Establishes and participates in leadership and staff teams that examine student results and/or other department, program, school, or district level success indicators	And works with the leadership team and staff as appropriate to identify success indicators and measures, establish team processes for conducting collaborative inquiry, challenge assumptions, raise questions, and push for deeper understanding when analyzing data from those measures	And develops shared leadership to identify success indicators and measures, refine team processes for conducting collaborative inquiry, challenge assumptions, raise questions, and push for deeper understanding when analyzing data from those measures
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	Minimally Effective	Effective	Highly Effective
4B2	Uses multiple forms of data to develop, support, monitor, benchmark, and revise district improvement plan and/or strategic plan goals	And works with the board, district leaders, and/or staff as applicable to use multiple forms of data to develop, support, monitor, benchmark, and revise district improvement plan and/or strategic plan goals	And develops shared leadership and district expertise to develop broader use of multiple data forms, deeper analysis of the data and more strategic use of the analysis to inform strategic plan goals and improvement strategies, monitor implementation of improvement strategies and benchmark progress

Superintendent and District Leader Summative Rubric 2.0

Domain 4: Processes			
Factor B: School and District Improvement			
Characteristic 3: Data Systems			
Ineffective	Minimally Effective	Effective	Highly Effective
4B3	Uses and sets expectations for district personnel to use the district data collection, storage, security, retrieval, and analysis systems	And works with district leaders and staff as appropriate to provide training and support for district leaders and staff to learn, use, and provide evaluation feedback on the district data collection, storage, security, retrieval and analysis systems	And works with district leaders to use staff, student and parent feedback as appropriate to evaluate and improve the district data systems; And works with the staff and/or district leadership team as appropriate to use the district data systems to develop student, classroom, program, department, school, and district performance profiles
Characteristic 4: Aligned Improvement, Monitoring, and Reporting			
Ineffective	Minimally Effective	Effective	Highly Effective
4B4	Works with the board, district leaders, and/or staff to interpret and follow district improvement plan and/or strategic plan goals, monitoring processes, and reporting procedures	And works with the board, district leaders, and/or staff to provide training for and opportunities to evaluate district improvement plan and/or strategic plan goals, monitoring processes, and reporting procedures	And works with the board, district leaders, and/or staff to ensure that all district planning and improvement processes are well aligned, yield compatible improvement plans, and are supported by district data, monitoring, and reporting systems

Superintendent and District Leader Summative Rubric 2.0

Domain 5: Capacity			
Factor A: Human Development			
Characteristic 1: Professional Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
5A1	Develops and implements a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or professional learning systems	And works with district leaders and/or staff as appropriate to align personal growth plans, school and district professional learning plans, and induction, mentoring, and coaching systems based on performance data, research, and the school's mission, vision, and goals	And works with district leaders and staff as appropriate to establish a professional learning culture and evaluate the impact of internal and external professional learning
Characteristic 2: Leadership Development			
Ineffective	Minimally Effective	Effective	Highly Effective
5A2	Works with the board and/or district leaders to involve staff in school decision making processes and develop staff, student, parent and/or community leaders	And provides meaningful leadership roles for staff, students, parents and community members, training to develop leaders, and mentoring and coaching to support leaders	And empowers emerging and established leaders, recognizes and supports their work, and celebrates their contributions

Superintendent and District Leader Summative Rubric 2.0

Domain 5: Capacity			
Factor A: Human Development			
Characteristic 3: Performance Evaluation			
Ineffective	Minimally Effective	Effective	Highly Effective
5A3	Ensures that district personnel understand and follow all state laws and district personnel evaluation processes and procedures including the conduct of observations and feedback and development of personal growth and/or individual development plans (IDP)	And works with the leadership team and/or board to align staff, principal, and central office evaluation processes with state requirements and evidence based practices and provide training and coaching to all district personnel on the district performance evaluation system	And works with the board, district leaders and/or staff to monitor and evaluate the district evaluation system, including evidenced based performance portfolios, supervisor and peer observations, conferencing, mentoring and coaching, and team based performance improvement
Characteristic 4: Productivity			
Ineffective	Minimally Effective	Effective	Highly Effective
5A4	Seeks out and recommends innovative and adaptive ideas for increasing productivity and effectiveness	And creates opportunities for district personnel, students, parents, and community members to explore, recommend and implement innovative and adaptive ideas for increasing productivity and effectiveness	And empowers district leaders, staff, and others to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and increase productivity

Superintendent and District Leader Summative Rubric 2.0

Domain 5: Capacity Building			
Factor B: Contextual and Political			
Characteristic 1: Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
5B1	Maintains and uses current knowledge about the community, pertinent laws and regulations, and pending legislation to carry out leadership duties and responsibilities	And keeps district leaders and/or staff informed on pertinent information regarding the community, relevant laws and regulations, and pending legislation, and opportunities for advocacy with State and federal legislators	And informs the board, internal, and /or external stakeholders on pertinent information regarding the community, relevant laws and regulations, and pending legislation, and opportunities for advocacy with State and federal legislators
Characteristic 2: Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
5B2	Assists the leadership team and/or board in examining education issues, establishing district positions that advocate for the best interests of students	And assists district leaders and/or board in communicating and explaining district positions on education issues to internal and external stakeholders, legislators and government officials	And assists district leaders and/or the board in developing advocates for district positions among community leaders, state and federal legislators, and government officials, and in educating the public on issues of critical concern

Superintendent and District Leader Framework 2.0

Domain 1 – Results

- A. Growth targets on mandatory academic measures**
- B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics**
- C. Growth targets on valid, research supported behavioral measures associated with academic achievement**
- D. Growth targets on valid, research supported psycho-social measures associated with academic achievement**

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.

Domain 2 – Leadership

- A. Vision for Learning and Achievement**
 - 1. Mission and Vision
 - 2. Goals and Expectations
- B. Culture**
 - 1. Values, Beliefs, Principles, and Diversity
 - 2. Language, Traditions, Celebrations, and Stories
- C. Leadership Behavior**
 - 1. Informed and Current
 - 2. Strategic and Systemic
 - 3. Fair, Legal, Honest, and Ethical
 - 4. Adaptive and Resilient

Domain 3 – Systems

- A. High Quality and Reliability Instructional Program**
 - 1. Guaranteed and Viable Curriculum
 - 2. Evidence Based and Differentiated Instruction
 - 3. Standards Based Assessment and Feedback
 - 4. Technology to Expand Learning Opportunity
- B. Safe, Effective, Efficient Programs and Services**
 - 1. Laws, Policies, and Regulations
 - 2. Processes and Procedures
 - 3. Resource Allocation and Management
 - 4. Personnel Policies and Practices
 - 5. Non-Instructional Technology

Domain 4 - Processes

- A. Community Building**
 - 1. Board Relations
 - 2. Leadership Team Relations
 - 3. Internal and External Stakeholder Relations
 - 4. Communications and Media Relations
- B. Evidence Based Improvement**
 - 1. Collaborative Inquiry
 - 2. Systematic use of Multiple Data Sources
 - 3. Data Systems
 - 4. Aligned Improvement, Monitoring, and Reporting

Domain 5 – Capacity

- A. Human Development**
 - 1. Professional Learning
 - 2. Leadership Development
 - 3. Performance Evaluation
 - 4. Productivity
- B. Contextual and Political**
 - 1. Contextual and Political Awareness
 - 2. Education and Advocacy