



KENTUCKY ASSOCIATION OF
SCHOOL ADMINISTRATORS
Leadership Focused • Student Centered • Success Driven

Individual Leadership Plan 2013-14

Performance Levels:

The following designations will be used to indicate the progress of a new superintendent toward the eight standards and their indicators:

Exemplary/Expert Performance:	Demonstrates initiative and skill beyond the standard; is considered an expert at local and state levels
Accomplished Performance:	Provides evidence of proficient performance in meeting the standard
Developing Progress:	Makes steady and continuous progress toward meeting the standard
Threshold Progress:	Remains at the threshold for beginning progress toward meeting the standard

Directions for the New Superintendent:

HIGHLIGHT the column indicator (Exemplary/Expert Performance, Accomplished Performance, Developing Progress, or Threshold Progress) that describes your self-assessment of the evidence you uploaded to your e-portfolio for each indicator in a Standard. It is not expected that every aspect of a box will be addressed because you may not have submitted evidence for some indicators.

Note: New superintendents will rarely perform at the "Exemplary/Expert" level in their first or second year.

Directions for the LLP Team:

Bold and italicize the column indicator (Exemplary/Expert Performance, Accomplished Performance, Developing Progress, or Threshold Progress) that describes the LLP team's assessment of the evidence submitted in the e-portfolio for each indicator in a Standard. It is not expected that every aspect of a box will be addressed because the new superintendent may not have submitted evidence for some indicators. All of your feedback should be in ***bold and italicized letters***, even if the superintendent has not made an entry on that indicator but you have decided to make an entry. On rare occasions, the LLP team may believe the evidence presented is truly beyond competent for a first year superintendent. This may be entered in the Exemplary/Expert column.

Standard Strategic Leadership

Superintendents create conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school; is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st Century. They create a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

Operationalizing a shared vision for learning. The superintendent...

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Creates a working relationship with the local board of education that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21 st Century Vision-Relationships	A. Models and provides support for others to build collaborative working relationships; facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21 st C change	A. Has a collaborative working relationship with the local board and stakeholders	A. Develops a working relationship with the local board of education and stakeholders	A. Makes obligatory contacts with local board and stakeholders
B. Systematically challenges the status quo by leading change with potentially beneficial outcomes Strategic Planning (Development)	B. Intentionally involves internal and external stakeholders to create/sustain a shared vision, collecting feedback, resolving conflicts, and using the vision to drive decisions that reflect the culture of the school district	B. Challenges the status quo, leads strategic planning, and leads change toward identified priorities, high goals, high expectations, and beneficial outcomes	B. Institutes open discussions regarding strategic planning and institutes change toward some new outcomes	B. Maintains status quo and does not institute strategic planning or change
C. Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented Vision-Culture	C. Creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision, holding each other mutually accountable for new and innovative ways of accomplishing tasks	C. Creates processes that ensure district identity, drive decisions, and reflect the preferred culture	C. Creates processes that develop district identity	C. Accepts current district identity and maintains current district culture
D. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals Vision-Monitor	D. Explores new and innovative processes with mutual stakeholder involvement and feedback to monitor progress toward the vision (21 st century learning), mission, high goals and expectations, and preferred culture	D. Leads a process that monitors progress toward the vision (21 st century learning), mission, high goals and expectations, and preferred culture of the district	D. Develops the vision (21 st century learning), mission, and high goals and conveys the preferred culture of the district	D. Has not begun work on a district vision or goals

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold = 1
E. Is a driving force behind major initiatives that help students acquire 21 st Century skills Strategic Planning-Implementation	E. Models/Instructs others in the development, implementation and evaluation of 21 st century learning goals	E. Is a driving force in the development and implementation of the district's Strategic Plan to realize 21 st century learning goals	E. Facilitates discussion and the strategic development of the district's Improvement Plan to realize goals	E. Operates unilaterally or with limited input under existing improvement plans
F. Creates processes that provide for the development, periodic review, and revision of the district's vision, mission and strategic goals by all stakeholders Strategic Planning-Development	F. Models/Instructs in the art of strategic planning and developing a sustainable continuous improvement model with all stakeholders	F. Creates processes to develop, review and revise vision, mission and goals with all stakeholders	F. Periodically reviews vision, mission and goals with some stakeholders	F. Creates vision, mission and goals unilaterally or with limited input
G. Creates processes to insure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district Strategic Planning-(Implementation)	G. Models/ instructs others in leading best or innovative practices ; insures a continuous cycle of assessment, reflection, and changes in practice around 21 st century student learning	G. Creates processes that ensure district identity, drives decisions, and reflect the preferred culture	G. Creates processes that develop district identity	G. Accepts current district identity and maintains current district culture
H. Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives, adhering to statutory requirements Strategic Planning (Development)	H. Explores new mechanisms and approaches to facilitate/monitor collaborative development of district and school improvement plans that realize 21 st century learning goals	H. Facilitates and monitors collaborative development of improvement plans that realize goals and adhere to state statutes	H. Monitors school improvement plans	H. Offers limited feedback on SIPs; requests copies of SIPs for files/ documentation
I. Facilitates the development and implementation of a district strategic plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (e.g. student performance data, data from KREP, universal screeners, TELL Surveys) in concert with the local board of education Strategic Planning (Monitoring/Evaluation)	I. Assures that data is available and systematically used to assess progress toward the vision and communicate results to the board, staff, and community and formulates plans to bring about necessary changes; Operates as a strategic planning resource for others	I. Develops, implements, and monitors the strategic plan aligned to the mission and goals with multiple sources of data in consort with the Board of Education	I. Uses state test data to develop, implement and monitor strategic plan	I. Misses opportunities to use data to develop, implement, and monitor strategic plan
J. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan Strategic Planning (Resourcing)	J. Continually assesses and redesigns financial priorities to maximize and augment available resources	J. Develops financial priorities with the local board based on the improvement plans	J. Manages the budget in such a way as to maintain current operations and practices	J. Demonstrates limited understanding of district budget

actices	Exemplary/Expert=4	Acci ished=3	Developing=2	Threshi 1
K. Facilitates the implementation of federal, state, and local education policies	K. Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these policies	K. Facilitates federal, state and local policy implementation	K. Implements some state and local policies	K Demonstrates lack of knowledge or attention to policies that affect the district
L. Facilitates the setting of high, concrete goals and expectations that all students meet them Strategic Planning (Goals)	L. Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same	L. Facilitates setting high, concrete goals and expectations for student attainment	L. Expects high, concrete goals to be set for students	L. Allows others to set goals that are too low for students
M. Monitors progress in meeting district goals Strategic Planning (Goals)	M. Sets visionary goals for self and the district and shares both progress and setbacks with others	M. Monitors district progress in meeting goals	M. Sets district goals; but does not monitor	M. Does not set district goals
N. Communicates strong professional beliefs about schools, learning and teaching that reflect the latest research and best practice in preparing students for success in post secondary education or in work Strategic Planning (Beliefs/Best Practice)	N. Participates in cutting edge research on teaching and learning and uses best practices in preparing students for 21 st century learning and post-secondary work	N. Communicates strong beliefs about teaching and learning based on research and best practice in preparing students for post-secondary work	N. Communicates beliefs about teaching and learning but may not be driven by research findings	N. Remains silent about teaching and learning beliefs
O. Creates processes to distribute leadership through the district Distributed Leadership	O. Empowers others to create a leadership mindset/"think tank" that encourages distribution	O. Creates processes to distribute leadership	O. Distributes a few leadership functions	O. Maintains control of leadership functions

Standard 2: Instructional Leadership

The core beliefs of school superintendents must always be teaching and learning in a system committed to shared values and beliefs, and challenging equitable education programs and learning experiences for all students. The moral imperative of school district leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school "college and -career ready, prepared for a productive life in the 21st century. Effective superintendents facilitate the stewardship of learning by creating professional learning communities focused on highly engaging, relevant instruction and improved student learning. They set specific achievement targets for schools and students and then monitor those targets, ensuring consistent use of research-based best instructional practices in all schools and classrooms.

Putting student learning at the center. *The superintendent...*

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Leads with a clear, high profile focus on learning and teaching grounded on high expectations and goals Learning/teaching focus; High Expectations	A. Operates as a mentor in helping others focus on learning/ teaching grounded in high expectations and goals; motivates others to seek continuous improvement and innovation in student learning to achieve the district's goals	A. Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals	A. Leads the focus on learning/teaching	A. Communicates a focus on learning/teaching
B. Models learning for staff and students Professional Learning	B. Uses evaluation and professional development as tools to explore opportunities for improving student learning	B. Models learning for staff and students	B. Applies learning from professional development and expects learning for students and staff	B. Participates in professional development opportunities
C. Communicates high expectations for student achievement to staff and stakeholders High Expectations	C. Creates a sense of collective mission and efficacy in the improvement of student learning and achievement at high levels	C. Demands/expects high levels of student achievement	C. Sets and communicates high expectations for student achievement	C. Accepts current levels of student achievement
D. Challenges staff to reflect deeply on and define the knowledge, skills, and concepts essential for ensuring every student graduates from high school globally competitive, ready for college and career, and prepared for a productive life in the 21 st Century Curriculum/Instruction High Expectations	D. Operates as a role model in reflecting on, defining and delivering skills and concepts necessary to graduate college and career ready students who are prepared for the 21 st century	D. Challenges staff to reflect on, define and deliver skills and concepts necessary to graduate both college and career ready and prepared for the 21 st century	D. Focuses on graduation and college and career readiness in the 21 st century	D. Focuses on graduation but does not emphasize 21 st century preparedness

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
E. Establishes and sustains a system that operates as a collaborative learning organization through structures (including effective, high performing professional learning communities) that support improved instruction and student learning at all levels Professional Learning	E. Creates a district-wide commitment to understanding and addressing sustained progress in student learning; evaluates professional development activities systematically and collaboratively to assure effectiveness	E. Establishes and sustains the structure for a collaborative learning organization (including PLCs) that supports improved instruction and student learning	E. Supports a collaborative learning organization including PLCs	E. Favors a unilateral message regarding improved instruction

Standard 3: Cultural Leadership

Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, a superintendent must be able to "re-culture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

Understanding and influencing the district's environment *The superintendent...*

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with all stakeholders and then operates from those beliefs Stakeholder/Community Involvement	A. Models in words and actions a pervasive commitment to the highest standards of ethical and professional behavior that influences employees, board, and other stakeholders to act with a high degree of professionalism, respect, and trustworthiness	A. Communicates strong beliefs about schooling, teaching, and PLCs with stakeholders and operates by those beliefs	A. Communicates shared beliefs about schooling, teaching, and PLCs with stakeholders	A. Communicates personal beliefs about school and teaching
B. Builds community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and post-secondary education and prepared for life in the 21 st century Stakeholder/Community Involvement	B. Leads in the creation of enthusiasm regarding 21 st century preparation in a global economy and college and career readiness; Develops strategies with administrators and teachers to engage the community in activities that underscore the importance of college and career readiness	B. Builds community understanding of 21 st century preparation in a global economy and college and career readiness	B. Supports 21 st century preparation in a global economy and college and career readiness	B. Focuses on student preparation for progress within the school system

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
C. Creates a school system (and not a "system of schools") in which shared vision and equitable practices are the norm Vision/Beliefs	C. Models for others in the creation of a shared vision and equitable practices; Creates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable	C. Creates a school system with a norm of a shared vision and equitable practices	C. Sets and shares vision and establishes equitable practices	C. Has a personal vision for the school system
D. Builds trust and promotes a sense of well-being between and among staff, students, parents, and the community at large Stakeholder/Community Involvement	D. Leads trainings on climate building ; includes measures of student and employee well-being and community satisfaction in the district and systematically reviews outcomes to make necessary changes	D. Builds trust, promotes relationships, promotes a sense of well-being between and among all stakeholders	D. Builds relationships and trust with staff and students	D. Expects to receive staff and student trust
E. Systematically and fairly acknowledges failures and celebrates accomplishments of the district Celebrate/Acknowledge	E. Creates/leads celebrations/activities for recognition and solicits active input on areas of need	E. Celebrates accomplishments and develops plans to advance accomplishments and address identified areas of need	E. Acknowledges accomplishments and identifies areas of need	E. Discerns accomplishments and begins investigating areas of need
F. Visibly supports and actively engages in the positive, culturally-responsive traditions of the community Stakeholder/Community Involvement	F. Engages stakeholders to develop a district-wide welcoming culture that honors the values, and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school /district	F. Visibly supports and actively engages in traditions of the community	F. Participates in community traditions	F. Attends some community functions
G. Creates opportunities for both staff involvement in the community and community involvement in the schools Stakeholder/Community Involvement	G. Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement	G. Creates opportunities for staff involvement in the community and community involvement in the schools	G. Investigates and creates opportunities for staff involvement in the community	G. Expects staff to attend some school functions

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
H. Creates an environment in which diversity is valued and promoted Diversity	H. Creates and leads activities and traditions that promote diversity; creates a climate in which stakeholders constructively discuss their own views on diversity; fosters formal and informal partnerships with diverse groups to support mutual goals	H. Creates an environment in which diversity is valued and promoted	H. Is sensitive to diversity issues	H. Responds to diversity issues when they occur

Standard 4: Human Resource Leadership

Superintendents ensure the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Managing systems and operations for staff. The superintendent...

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction Resourcing	A. Solicits faculty/staff input on ways to provide necessary resources to achieve district goals	A. Ensures necessary resources (including time and personnel) are allocated to achieve district goals	A. Makes plans to allocate resources to achieve district goals	A. Maintains allocation of resources for current purposes
B. Provides for the development of effective professional learning communities aligned with the district strategic plan, focused on results, and characterized by collective responsibility for the 21st Century student learning Professional Learning	B. Uses the PLC model on district committees that align initiatives and focus on collective responsibility for 21 st century student learning	B. Provides for PLC development aligned with district initiatives and focused on collective responsibility for 21 st century student learning	B. Provides for PLC design and development; monitors progress of development of PLCs	B. Receives and reads reports about school progress; researches/ investigates the development of PLCs

actices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold
C. Participates in consistent, sustained, and open communication with school executives particularly about how policies and practices relate to the district mission and vision Policies/Procedures	C. Reviews, revamps and creates policies/procedures that more adequately address vision and mission; motivates administrators, teachers, and other members of the school community to seek improvement in district policies, practices, and resources to support student learning; collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects	C. Participates in consistent communication with school executives about how policies/ procedures relate to vision and mission	C. Communicates with school executives about policies and procedures	C. Distributes policies and procedures (electronically and in writing) for school executives to read and follow
D. Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill Professional Learning	D. Offers professional development in areas of expertise; Seeks higher education degrees and certification; Engages in/provides activities to develop and enhance professional knowledge, skills, and abilities	D. Models importance of continued adult learning by engaging in and using activities to develop and enhance professional knowledge, skills, and abilities	D. Stresses importance of continued adult learning	D. Participates in professional development opportunities
E. Communicates a positive attitude about the ability of personnel to accomplish substantial outcomes Expectations	E. Establishes feedback groups, solicits input, and encourages others to convey a positive attitude about the ability of personnel to reach high expectations and accomplish substantial outcomes	E. Communicates expectations and conveys a positive attitude about the ability of personnel to reach high expectations and accomplish substantial outcomes	E. Sets high expectations and substantial outcomes	E. Communicates current levels of expectations and support to personnel
F. Creates processes for educators to assume leadership and decision-making roles Staffing	F. Offers shadowing experiences and active mentoring to encourage assumption of leadership and decision-making roles;	F. Creates processes for educators to successfully assume leadership and decision-making roles	F. Supports personnel after they assume leadership roles	F. Expects personnel to assume assigned leadership roles

actices	Exemplary/Expert=4	Acca ished=3	Developing=2	Threshc 1
G. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel HR Functions	G. Creates new systems to monitor recruitment and retention and involves personnel in adjusting personnel practices; uses a continuous improvement process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and makes changes as needed	G. Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel	G. Creates processes for the hiring, inducting and mentoring of new staff	G. Hires new staff and works with them if they demonstrate difficulty in their new positions
H. Uses data, including the results of the TELL survey to create and maintain a positive work environment Culture/Environment	H. Collaborates with others in using data to create a district plan to maintain a positive environment; regularly conducts data-based evaluations of policy and practice effectiveness that govern student behavioral expectations and disciplinary actions	H. Uses data, including TELL, to create and maintain a positive environment	H. Makes efforts to support and maintain a positive environment	H. Expects administration to maintain a positive environment
I. Ensures that all staff are evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance Evaluation	I. Uses a collaborative approach to improve performance growth in evaluations; reviews teacher and principal evaluation processes systematically and collaboratively to assure effectiveness	I. Ensures staff evaluation is fair and equitable, and used to improve performance	I. Ensures evaluation is fair and equitable	I. Expects evaluations to lead to improved performance
J. Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs Professional Learning	J. Leads professional development to align district needs and goals; creates a district-wide culture that leads staff to engage in continuous collaborative professional development focused on student learning	J. Provides results-oriented professional development aligned to district needs, connected to district goals	J. Provides results-oriented professional development that is connected to district goals	J. Provides professional development when requested
K. Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths Staffing	K. Encourages input from others regarding better utilization of staff strengths; reviews data on employee performance to consider changes in deployment or to determine implications for district	K. Searches for best placement and utilization of staff to fully develop and benefit from their strengths	K. Makes staffing decisions and assigns staff based on district needs	K. Makes staffing decisions and assigns staff based on past practices

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
L. Identifies strategic positions in the district and has a succession plan for each key position Staffing	L. Encourages others to make suggestions regarding succession plans	L. Has a succession plan for key positions	L. Identifies strategic positions in the district	L. Follows past practices in assigning positions

Standard 5: Managerial Leadership

Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.

Managing District operations effectively and efficiently. *The superintendent...*

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Applies and assesses current technologies for management, business procedures, and scheduling Technology	A. Leads investigation of new technologies for management, business procedures and scheduling	A. Applies and assesses current technologies for management, business procedures and scheduling	A. Investigates and researches technology for management, business procedures, and scheduling	A. Continues to apply present technologies
B. Creates collaborative budget processes to align resources with the district vision and strategic plan through proactive financial leadership using a needs assessment process Finance	B. Performs a needs assessment and seeks creative alternatives in developing a budgeting process that aligns resources with district initiatives; assists board in immediate fiscal needs and advance planning	B. Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	B. Creates a collaborative budget process that aligns resources with district initiatives	B. Develops a budget that aligns resources
C. Identifies and plans for facility needs Capital Planning	C. Empowers others to identify and plan for facility needs	C. Identifies and plans for facility needs	C. Identifies facility needs	C. Reviews facility needs when necessary
D. Assesses and reassesses programs and resource allocation and use for relevancy and impact as the organization changes Resourcing	D. Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long-term plan to assure that results support district priorities	D. Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	D. Assesses and allocates resources based on assessment	D. Assesses resource allocations
E. Collaboratively develops and enforces clear expectations, structures, rules and procedures for effective and efficient operations Effectiveness and Efficiency	E. Empowers others to develop/enforce clear expectations, rules, procedures for effective and efficient operations; uses a continuous improvement process to review effectiveness of operations and makes changes as needed	E. Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	E. Develops clear expectations and implements rules for effective operations	E. Develops rules for effective operations

actices	Exemplary/Expert=4	Accc ished=3	Developing=2	Threshc
F. Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way Conflict Resolution	F. Models processes to build consensus, communicate, and resolve conflicts in a fair and democratic way; creates a culture in which conflicts are regularly addressed and are viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution	F. Creates and implements a process to build consensus, communicate, and resolve conflicts in a fair and democratic way	F. Creates a conflict resolution process	F. Unilaterally handles situations involving conflict
G. Assures a system of communication that provides for the timely and responsible exchanges of information among school and district staff and stakeholder groups Communication	G. Explores possibilities for revision to communication systems among all stakeholders; empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities	G. Assures a system for timely and responsible communication among all stakeholders	G. Develops a communication system among all stakeholders	G. Communicates within the school system when the need arises
H. Assures scheduling process and protocols that maximize staff input, addresses diverse student learning needs, and provides individual and ongoing collaborative planning time for every teacher Scheduling	H. Empowers and encourages others to create scheduling processes that maximize staff input, address student learning needs, and provide collaborative planning time for teachers	H. Assures scheduling processes that maximize staff input, address student learning needs, and provides collaborative planning time for teachers	H. Creates scheduling processes that address student needs and provide collaborative planning	H. Provides a schedule that addresses student needs and teacher planning time
I. Creates processes for the storage, security, privacy and integrity of data Effective, efficient use of data	I. Explores new processes for data storage, security, privacy and integrity	I. Creates effective and efficient processes for data storage, security, privacy and integrity	I. Creates processes for data storage and security	I. Stores and secures data

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
J. Collaborative develops and enforces clear expectations, structures, rules and procedures for ensuring the safety of students and staff Safety and security	J. Teaches others to collaboratively develop expectations and procedures for ensuring staff and student safety; conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies);	J. Collaborative develops and enforces expectations and procedures for ensuring staff and student safety	J. Develops and enforces procedures for ensuring staff and student safety	J. Implements district safety procedures
K. Develops, implements, and monitors emergency plans in collaboration with appropriate local, state, and federal officials Safety and security	K. Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies	K. Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials	K. Develops, implements, and monitors emergency plans	K. Develops and implements emergency plans

Standard 6: External Development Leadership

A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

Collaborating with and responding to diverse communities. *The superintendent...*

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Develops collaborative partnerships with the greater community to support the 21 st century learning priorities of the school district and its schools Vision and high expectations	A. Teaches others to develop collaborative partnerships with the greater community to support the 21 st century learning priorities of the schools/district; inspires a widespread belief that high expectations and achievement of district goals for the learning and well-being of children is a community-wide responsibility	A. Develops collaborative partnerships with the greater community to support the 21 st century learning priorities of the schools/district	A. Cultivates community partnerships to support priorities of the district	A. Informs the community of the district's priorities

actices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold 1
B. Implements processes that engage stakeholders in shaping and then supporting significant (nonnegotiable) achievement and instructional goals for the district and its schools Stakeholder/Community Involvement Strategic Planning (Development)	B. Offers support to other districts in engaging stakeholders in shaping and supporting district/school instructional and achievement goals;	B. Engages stakeholders in shaping and supporting district/school instructional and achievement goals	B. Works with stakeholders to support district and school goals	B. Informs stakeholders of district and school goals
C. Creates systems that engage the local board and all community stakeholders in a shared responsibility for aligning their support for district goals for students and school success Stakeholder/Community Involvement	C. Develops a network of key family and diverse community stakeholders who can serve as formal/informal advisors on key issues; Offers instruction to others in the creation of collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	C. Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	C. Works with the board/school system and community stakeholders in supporting district goals	C. Works with the board and/or school system stakeholders in supporting district goals
D. Designs protocols and processes that ensure compliance with federal, state and district mandates Legal	D. Offers training regarding protocols and processes that ensure compliance with federal, state and district mandates; facilitates systematic board review and revision of policy-making process	D. Designs protocols and processes that ensure compliance with federal, state and district mandates	D. Monitors staff to ensure compliance with federal, state and district mandates	D. Responds when requested to federal, state and district reports, mandates, inquiries, etc.
E. Develops implements proactive partnerships with community colleges, universities, professional associations, and other key professional development organizations to provide effective training and development opportunities for school district employees Professional Learning; Stakeholder Involvement	E. Offers local, state and national expertise in offering professional development and training to others	E. Develops and implements proactive partnerships with professional development organizations to provide effective training and professional development opportunities for district employees	E. Implements partnerships with professional development organizations to provide training and professional development for district employees	E. Contacts professional development organizations to arrange for training and professional development when the need arises

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold = 1
F. Develops and implements proactive partnerships with community colleges and universities to ensure all students have access to college courses while in high school and that barriers to enrollment in the course are eliminated Stakeholder involvement	F. Creates multiple, dual credit and college experiences on high school and college campuses; offers personal expertise as a speaker and adjunct instructor to colleges and professional organizations and speaks with student groups regarding opportunities	F. Develops and implements proactive partnerships with colleges and professional organizations to ensure student access to college courses and to eliminate barriers to enrollment	F. Develops and initiates partnerships with colleges to insure student access to college courses	F. Allows students to enroll in college courses upon request of the student
G. Communicates the schools' and district's status and needs to the local board, all community stakeholders, and media to garner additional support for meeting district goals Stakeholder involvement; Resourcing	G. Offers training to others regarding communication efforts to garner additional support for district goals; is proactive in sending informational material to the media and the public	G. Communicates district/school needs to the board, community stakeholders, and media on a regular basis to garner additional support for district goals	G. Communicates district/school needs to the board and media as requested to gain support for district goals	G. Communicates district needs to the board regarding district goals
H. Builds relationships with individuals and groups to support the district's learning—teaching agenda and its potential for individual school and district improvement Stakeholder/Community involvement	H. Takes a leadership role in encouraging schools to cultivate relationships with individuals/groups to garner on-going support for the school's learning/teaching agenda and their potential for improvement	H. Meets regularly with and cultivates relationships with individuals/groups to garner on-going support for the district's learning/teaching agenda and its potential for district improvement	H. Meets periodically with individuals/groups to gain support for the district's teaching/learning agenda	H. Meets with individuals/groups to garner support for specific district agenda items

Standard 7: Micropolitical Leadership

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

Working effectively with the Board of Education and the larger political structure. *The superintendent...*

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Provides leadership in defining superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship Board Relationships	A. Offers expertise to others in defining superintendent/ board roles and expectations that result in an effective working relationship including improvement of effectiveness and trust and discussion of areas of friction	A. Provides leadership in defining superintendent and board roles and expectations that result in an effective working relationship	A. Provides leadership in defining superintendent and board roles and expectations	A. Identifies superintendent and board roles as warranted by periodic circumstances

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold 1
B. Defines and understands the internal and external political systems and their impact on the educational organization Political Context	B. Participates in dialogue and training regarding internal/external political systems and their impact; develops appropriate responses to government actions and matters affecting student learning	B. Defines and understands the internal/external political systems and their impact on the educational organization	B. Acknowledges the internal and external political systems and their impact on the organization	B. Responds to the internal/external political systems when the need surfaces
C. Defines, understands, and communicates the impact of legal issues affecting public education Legal; Ethical Cross Reference Standard 1-K	C. Offers community forums and information sessions regarding the impact of legal and ethical issues affecting public education	C. Defines, understands and communicates the impact of legal and ethical issues affecting public education	C. Communicates the impact of legal issues affecting public education	C. Reacts to legal issues affecting public education
D. Surveys and understands the political, economic, and social aspects/needs of groups in the community, and those of the community at large for effective and responsive decision-making Political Context; Stakeholder/Community Involvement	D. Uses surveys and data to drive decision making about the political, economic and social needs of community groups and responsive decision making; works with board/staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision	D. Surveys/ understands the political, economic and social needs of community groups and the community- at-large for effective and responsive decision making	D. Understands the general needs of the community that affect decision making for the district	D. Responds to the needs of the community if they begin to affect the decision making process for the district
E. Prepares and recommends district policies to improve student learning and district performance in compliance with local, state and federal requirements Policies/Procedures Cross Reference Standard 1K; Standard 6D	E. Actively explores innovative ways to improve student learning/performance in compliance with local, state and federal requirements	E. Implements district policies to improve student learning/performance in compliance with local, state and federal requirement	E. Prepares/recommends district policies to improve student learning/performance in compliance with local and state requirements	E. Recommends district policies in compliance with local, state and federal requirements
F. Applies laws, policies and procedures fairly, wisely, and considerately Legal Cross Reference Standard 1 Practice K	F. Actively explores ways to uphold laws, policies and procedures fairly, wisely, and considerately; collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects	F. Applies and upholds laws, policies and procedures fairly, wisely, and considerately	F. Applies laws, policies and procedures	F. Reviews laws and policies when the need arises

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
G. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities Legal	G. Teaches others how to improve learning opportunities while protecting the rights of others; assures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the school community	G. Utilizes legal systems to protect students' and staff rights and to improve learning opportunities	G. Utilizes legal systems to protect students' and staff rights	G. References legal systems to ensure the district is protected when issues regarding rights occur
H. Accesses local, state and national political systems to provide input on critical educational issues. Political Context; Stakeholder/Community Involvement	H. Participates at the local, state and national levels to provide input on critical educational issues	H. Accesses local, state and national political systems to provide input on critical educational issues	H. Accesses the local political system to give input on critical educational issues	H. Responds to the local political system if input is requested on critical educational issues

Standard 8—Dispositions – the human elements. The effective superintendent is first and foremost an effective person. Superintendents must know much and have many skills. However, what differentiates effective, transformational leaders (those who can facilitate more than a year's worth of growth with a year's worth of effort) from the rest is that they are successful not only because of what they know and do but because of who they are shining through their knowledge and skills. These human qualities—core values, beliefs and perceptions—are called *dispositions*. Four areas of dispositions that have the greatest impact on facilitating progress and positive change in people and organizations are: (1) realistic and positive dispositions about one self; (2) the belief that others are valuable, able, and worthy; (3) dispositions about the larger purposes of the educational endeavor; and (4) dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents. High performing schools recognize the importance of these dispositions and intentionally hire for and grow them in all partners.

The superintendent practices effective strategies for leading dispositional growth in self and others when he or she demonstrates the following:

Practices	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Facilitates conversations with all constituencies regarding the importance of dispositions—the human elements—in teaching, learning, and leading;	A. Incorporated and implements dispositional elements in all relevant district policies and procedures.	A. Includes training and information on the importance of educator dispositions in board orientation, in-service development and professional development for all personnel.	A. Begins conversations with all district stakeholders on the importance of educator dispositions.	A. Becomes acquainted with and collects background information about dispositions of effective educators and leaders.
B. Develops and grows realistic and positive dispositions about oneself and facilitates growth in others.	B. Serves as a role model; collects periodic feedback for her/himself from all constituencies regarding skills, characteristics, and dispositions;	B. Plans and implements dispositional growth plans for self and others based on a variety of feedback mechanisms (ILSA, Board input, mentors, self-reflection, etc.);	B. Implements a process by which self and staff can receive authentic, private, and individual feedback regarding knowledge, skills, and dispositions for the purpose of self-assessment and growth as a person rather than a performance review	B. Increases awareness of the importance of positive dispositional growth as part of a professional growth plan for all employees.

actices	Exemplary/Expert=4	Accc shed=3	Developing=2	Thresho
C. Demonstrates a belief in the value, ability, and worthiness of staff, students, and community members.	C. Develops succession plans and ongoing development opportunities to ensure the future leadership of the district and the Commonwealth's students.	C. Builds high performance leadership teams that have responsibility and shared authority for the success of the district.	C. Empowers individuals through added responsibilities and "safe space" in which to innovate and take intelligent risk.	C. Understands the importance of trusting and empowering students, teachers, and staff to achieve great outcomes.
D. Exhibits dispositions regarding the larger purposes of the educational endeavor;	D. Aligns all district policies and efforts to ensure that all students are college, career, and life ready and all stakeholders are actively immersed in life-long learning activities.	D. Demonstrates positive dispositions through taking responsibility and showing human characteristics; trusting and empowering others to succeed; sharing power and credit; maintaining focus of self and district on larger, important issues.	D. Learns and then shares strategies for refocusing on the bigger, human, strategic issues impacting the district and its students.	D. Understands the importance of the bigger, important issues but is mostly immersed in the immediacy of day-to-day operations and emergency responses.
E. Displays dispositions about the primacy of building and sustaining positive, long-term relationships with all constituents.	E. Aligns district policy and procedures to reflect the importance of relationship building and models this disposition with all constituencies.	E. Demonstrates and models the development and maintenance of positive and growing long-term relationships with board, staff, and community partners.	E. Designs a plan to intentionally enhance the quality of relationships with key constituencies of the district.	E. Understands the importance of building long-term relationships with all district partners and stakeholders.
F. Develops and implements a hiring policy that intentionally includes effective dispositions of all personnel as the core selection element.	F. Incorporated dispositional elements in all relevant district policies and procedures regarding the hiring of all personnel.	F. Conducts regular training for personnel involved in hiring regarding the importance and procedures for hiring educators who possess the knowledge, skills, and DISPOSITIONS associate with effective learning, teaching and leading.	F. Develops in-service and professional development opportunities for staff, principals, and SBDM councils to incorporate dispositional hiring elements in all selection processes.	F. Becomes aware of the importance of educator dispositions in the formula that leads to student performance.

1. ILSA – Individual Leadership Self-Assessment—a 360 degree instrument designed to provide leaders with authentic peer/colleague feedback regarding leadership characteristics, traits and dispositions.