UNBRIDLED LEARNING

College/Career Readiness for All

Superintendent Leadership Plan

Performance Levels:

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

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

Participants will note blue italicized terms below particular indicators/standards. These represent broad thematic headings from the original framing of the Kentucky Superintendent Standards work. From these broad thematic areas, please note that evidence submitted may fall under multiple indicators/standards.

Directions for the Superintendent:

Self-Reflection - Highlight the column Indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes your self-assessment of the evidence you would upload to your portfolio or e-portfolio for each indicator in a standard. It is not expected that every standard/indicator must be addressed; therefore, only highlight those boxes for which you intend to set goals and provide evidence.

Directions for the Local School Board Member:

Bold and italicize the column indicator (Exemplary, Accomplished, Developing, or Growth Required) that describes the board member's assessment of the evidence submitted in the portfolio or e-portfolio for each indicator in a standard. The superintendent has provided a self-assessment of his/her performance related to the evidence provided. This individual board member assessment can be utilized to collaboratively develop areas of emphasis for the superintendent, and then be combined with other individual board member assessments and incorporated into the Summative Superintendent Evaluation process. Please note that it is not expected that every indicator will be addressed by the superintendent in the self-assessment process.

All of your feedback should be in ***bold and italicized letters***, including those indicators/standards not addressed by your superintendent that you wish to comment on.

Throughout this process, be mindful that this is first and foremost, a professional growth support model where the school district will be improved through reflection, assessment, advisement and goal-setting by its core leadership.

Standard 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student who graduates from high school, is globally competitive in postsecondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates 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…***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century *Vision-Relationships*	Models and provides support for others; facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to 21st century change	Has established a collaborative working relationship with the local board and stakeholders	Develops a working relationship with the local board of education and stakeholders	Makes obligatory contacts with local board and stakeholders
B. Models and reinforces the culture and vision of the district by having open discussions 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*	Explores new and innovative processes with mutual stakeholder involvement, communication and feedback to monitor progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture	Leads a process that monitors progress toward the vision (21st century learning), mission, high goals and expectations, and preferred culture of the district	Develops the vision (21st century learning), mission, and high goals and coveys the preferred culture of the district	Has not begun work on a district vision or goals
C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district *Strategic Planning-Implementation*	Models/ instructs others in leading best or innovative practices; ensures a continuous cycle of assessment, reflection, and changes in practice around 21st century student learning	Creates processes that ensure district identity, drives decisions, and reflect the preferred culture	Creates processes that are assisting in the development of the district identity	Has not assessed or addressed district culture
D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data *Strategic Planning (Monitoring/Evaluation)*	Publicly and transparently communicates results to the board, staff, and community and formulates plans to bring about necessary changes	Develops, implements, and monitors the strategic plan or the district improvement plan aligned to the mission and goals with multiple sources of data in partnership with the Board of Education	Uses state test data to develop, implement and monitor strategic or district improvement plan	Does not have a process to use data to develop, implement, and monitor strategic or district improvement plan

Indicators	Exemplary	Accomplished	Developing	Growth Required
E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan *Strategic Planning (Resourcing)*	Continually assesses and redesigns financial priorities to maximize and augment available resources	Develops financial priorities with the local board based on improvement plans	Manages the budget in such a way as to maintain current operations and practices	Demonstrates limited understanding of district budget
F. Facilitates the implementation of federal, state and local education policies *Policies*	Explains/interprets federal, state and local policies, their impact on educational operations and facilitates the implementation of these policies	Facilitates federal, state and local policy implementation	Implements some state and local policies	Demonstrates lack of knowledge or attention to policies that effect the district
G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data *Strategic Planning (Goals)*	Explores new avenues and creative opportunities for students to achieve goals and expectations and encourages others to do the same	Facilitates setting high, concrete goals and expectations for student attainment	Expects high, concrete goals to be set for students	Allows others to set goals that are too low for students

Standard 2: Instructional Leadership

The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.

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

Indicators	Exemplary	Accomplished	Developing	Growth Required
Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets *Learning/Teaching Focus: High Expectations*	Operates as a mentor in helping others focus on learning/ teaching grounded in high expectations and goals	Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals	Leads and communicates the focus on learning/teaching	Lacks focus on learning/teaching
B. Models and applies learning for staff and students *Professional Learning*	Uses evaluation and professional learning as tools to improve student learning and evaluates professional learning activities	Establishes professional learning goals for district based on personal professional learning and student achievement data to improve student learning	Applies professional learning and expects learning for students and staff	Demonstrates limited participation in professional learning opportunities

Indicators	Exemplary	Accomplished	Developing	Growth Required
C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. *High Expectations*	Motivates others to demand/expect high levels of student achievement by empowering them to establish and sustain a collaborative learning organization	Demands/expects high levels of student achievement by establishing and sustaining the structure for a collaborative learning organization	Sets and communicates high expectations for student achievement and supports a collaborative learning organization	Accepts current levels of student achievement and rarely communicates the importance of improved instruction
D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. *Strategic Planning (Goals)*	Ensures the establishment of high, personalized academic goals for all students; performance gaps are systematically eliminated over time	Facilitates setting high, concrete goals and expectations for student attainment, closing achievement gaps	Expects high, concrete goals to be set for students, addressing achievement gaps	Allows others to set goals that are too low for students; achievement gaps persists
E. Demonstrates awareness of all aspects of instructional programs *Learning/High Expectations*	Ensures organization of planned curriculum alignment with state and national college- and career-ready educational standards	Challenges staff to define and deliver skills and concepts necessary to graduate both college- and career-ready and prepared for the 21st century	Focuses on graduation and college- and career-readiness in the 21st century	May focus on graduation but does not emphasize 21st century preparedness
F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology *Strategic Planning-Implementation*	Establishes systems that result in the district exceeding academic expectations as established by Senate Bill 1 (2009), including proficiency in reading, math and college- and career-readiness	Is a driving force in the development and implementation of the district's strategic plan or district improvement plan to realize 21st century learning goals	Facilitates discussion and the strategic development of the district's improvement plan to realize goals	Operates unilaterally or with limited input under existing improvement plans

Standard 3: Cultural Leadership

The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

Understanding and influencing the district's environment, *The superintendent…*

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs *Stakeholder/Community Involvement*	Models a pervasive commitment to the highest ethical standards and professional behaviors, while expecting all stakeholders to act with professionalism, respect and trustworthiness	Communicates and operates with strong beliefs and actions about teaching and learning with all stakeholders and operates from those beliefs.	Communicates shared beliefs about teaching and learning	Lacks a clear vision for teaching and learning, and/or communicates personal opinions about teaching and learning with selected stakeholders
B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century *Stakeholder/Community Involvement*	Leads in the creation of enthusiasm regarding 21st century preparation for 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	Builds community engagement and support for preparing students to be college- and/or career-ready and successful in a global economy	Supports the preparation of students to be college and/or career ready and successful in a global economy	Demonstrates limited focus on student preparation for progress within the school system
C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices *Vision/Beliefs*	Models the creation of a shared vision, equitable practices, professional expectations and accountability throughout the district	Creates a system with a shared vision and equitable practices	Sets and shares vision and establishes equitable practices	Expresses a personal vision rather than a shared vision for the school system
D. Builds trust and promotes a sense of well-being between all stakeholders *Stakeholder/Community Involvement*	Leads trainings on creating a positive organizational climate; includes measures of student and employee well-being as well as community satisfaction with the district; systematically reviews outcomes and makes changes as necessary	Builds trust and positive relationships between all stakeholders	Builds relationships and trust with staff and students	Expects trust from all stakeholders
E. Routinely celebrates and acknowledges district successes as well as areas needing growth *Celebrate/Acknowledge*	Leads celebrations and actively solicits input from all stakeholders on areas for growth	Routinely celebrates accomplishments and develops plans to address areas of growth	Acknowledges accomplishments and identifies areas for growth	Recognizes accomplishments inconsistently or inequitably; fails to identify areas for growth

Indicators	Exemplary	Accomplished	Developing	Growth Required
F. Supports and engages in the positive cultural traditions of the community *Stakeholder/Community Involvement*	Engages stakeholders to develop a districtwide welcoming culture that honors the values and traditions of diverse groups, celebrates their accomplishments and integrates diverse representation into the school/district	Supports and participates in traditions of the community	Participates in community traditions	Rarely attends community functions; or only participates in select activities
G. Creates opportunities for staff involvement in the community and community involvement in the schools *Stakeholder/Community Involvement*	Leads opportunities for involvement between the community and the schools; establishes partnerships with families and community groups to leverage involvement	Creates opportunities for staff involvement in the community and community involvement in the schools	Creates opportunities for staff involvement in the community	Does not expect staff to attend school functions
H. Creates an environment that values and promotes diversity *Diversity*	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	Creates an environment that values and supports diversity	Acknowledges diversity issues	Responds to diversity issues only when they develop; or does not acknowledge the importance of diversity issues

Standard 4: Human Resource Leadership

The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a highly effective, diverse staff. The superintendent uses distributed leadership to support teaching and learning, plans professional development, and engages in district leadership succession planning.

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

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction *Resourcing*	Solicits faculty/staff input on ways to provide necessary resources to achieve district goals	Ensures necessary resources (including time and personnel) are allocated to achieve district goals	Makes plans and maintains allocation of resources to achieve district goals	Does not ensure that resources are available for the district to improve achievement and instruction.

Indicators	Exemplary	Accomplished	Developing	Growth Required
B. Creates and monitors processes for educators to assume leadership and decision-making roles *Staffing*	Offers shadowing experiences/ active mentoring to encourage assumption of leadership and decision-making roles	Creates processes for educators to successfully assume leadership and decision-making roles	Supports personnel after they assume leadership roles	Expects personnel to assume assigned leadership roles with little or no support.
C. 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; develops appropriate succession plans for key district roles and places staff in strategically effective positions *HR Functions*	Creates new systems to monitor recruitment and uses a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction and career growth	Ensures processes for hiring, inducting and mentoring new staff that result in recruitment and retention of highly qualified and diverse personnel and can clearly articulate a vision and pathway for succession in important district positions	Creates processes for the hiring, inducting and mentoring of new staff and can identify key positions in the district	Hires new staff but relies on past practices in assigning posts
D. Uses data to create and maintain a positive work environment *Culture/Environment*	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	Uses data to create and maintain a positive environment	Makes efforts to support and maintain a positive environment	Expects administration to maintain a positive environment, but does not consistently monitor or offer support
E. Provides for results-oriented professional growth and learning 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*	Leads professional growth and development to align district needs and goals; creates a districtwide culture that leads staff to engage in continuous collaborative professional learning focused on student 21st century learning	Facilitates and provides resources that allow for the delivery of results-oriented professional growth and learning aligned to district needs, connected to district goals	Directs results-oriented professional growth and learning that is connected to district goals improvement plan	Does not ensure that district professional growth and learning are connected to identified needs per the district improvement plan
F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations *Evaluation*	Uses a collaborative approach to improve performance and growth in evaluations; holds high standards to assure effectiveness of school operations	Ensures staff evaluation is fair and equitable, and used to improve performance; takes decisive and appropriate action when performance is inadequate	Ensures evaluation is fair and equitable	Fails to ensure implementation of the required professional growth and effectiveness systems

Standard 5: Managerial Leadership

The superintendent ensures 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 decisions about resources so as to meet the 21st century needs of the district.

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

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Prepares and oversees a budget that aligns resources with the district's vision and needs *Finance*	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	Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	Creates a collaborative budget process that aligns resources with district initiatives	Fails to develop a budget with aligned resources
B. Identifies and plans for facility and technology needs *Capital Planning*	Empowers others to identify and plan for facility and technology needs	Identifies and plans for facility and technology needs	Identifies facility and technology needs	Reviews facility and technology needs only when necessary
C. Continually assesses programs and resource allocation *Resourcing*	Explores new programs to allocate resources that might impact a changing organization; analyzes and modifies the long-term plan to ensure that results support district priorities	Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	Assesses and allocates resources based on assessment	Fails to adequately assess resource allocations
D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology *Effectiveness and Efficiency*	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	Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	Develops clear expectations and implements rules for effective operations	Inconsistently enforces rules for effective operations
E. Builds consensus and resolves conflicts effectively *Conflict Resolution*	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	Creates and implements a process to build consensus, communicate and resolve conflicts in a fair and democratic way	Creates a conflict resolution process	Reacts to conflict when it arises

Indicators	Exemplary	Accomplished	Developing	Growth Required
F. Assures an effective system of districtwide communication *Communication*	Engages networks of families, agencies, groups and other key individuals in the ongoing development of or revision to communication systems	Assures a system for timely and responsible communication among all stakeholders	Develops a communication system among all stakeholders	Fails to develop a communication system
G. Continually assesses the system in place that ensures the safety of students and staff *Safety and security*	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)	Collaboratively develops and enforces expectations and procedures for ensuring staff and student safety	Develops and enforces procedures for ensuring staff and student safety	Inconsistently implements district safety procedures; fails to communicate expectations for staff and student safety
H. Works with local and state agencies to develop and implement emergency plans *Safety and security*	Teaches others to implement and monitor emergency plans in collaboration with local, state and federal agencies	Develops, implements, and monitors emergency plans in collaboration with local, state and federal officials	Develops, implements, and monitors emergency plans	Inconsistently implements emergency plans; fails to communicate expectations for emergency planning

Standard 6: Collaborative Leadership

The 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…***

Indicators	Exemplary	Accomplished	Developing	Growth Required
Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools *Vision and high expectations*	Teaches others to develop collaborative partnerships with the greater community to support the 21st 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	Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district	Cultivates community partnerships to support priorities of the district	Fails to lead in the development of district priorities

Indicators	Exemplary	Accomplished	Developing	Growth Required
B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success *Stakeholder/Community Involvement*	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	Creates collaborative systems to engage the board/school system and community stakeholders in sharing/supporting responsibility for district goals and student success	Works with the board/school system and community stakeholders in supporting district goals	Fails to engage with the board and/or school system stakeholders in supporting district goals
C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities *Professional Learning/Stakeholder Involvement*	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district and individual professional growth needs	Establishes long-term relationships and partnerships with professional development organizations to provide effective training and professional learning opportunities based on district professional growth needs	Implements partnerships with professional development organizations to provide training and professional learning for district employees	Contacts professional development organizations to arrange for training and professional learning only when the need arises
D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school *Stakeholder Involvement*	Seeks and establishes dual credit and college/career experiences ensuring that students graduate college/career-ready	Initiates partnerships with institutions of higher education to ensure student access to college/career courses	Develops a plan to work with institutions of higher education to eliminate barriers to provide access to college/career courses for students	Does not seek or establish partnerships to allow students to enroll in college/career courses

Standard 7: Influential Leadership

The superintendent promotes the success of teaching and learning 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…***

Indicators	Exemplary	Accomplished	Developing	Growth Required
A. Understands the political systems involving the district *Political Context*	Participates in dialogue and training regarding internal/ external political systems and their impact; develops responses to government actions and matters effecting student learning	Defines and understands the internal/external political systems and their impact on the educational organization	Acknowledges the internal and external political systems and their impact on the organization	Demonstrates lack of understanding of the political process; responds to the internal/external political systems only when the need surfaces
B. Defines, understands, and communicates the impact on proposed legislation *Legal/Ethical*	Offers community forums and information sessions and uses data regarding the impact of legislative and ethical issues affecting public education	Defines, understands and communicates the impact of legislative and ethical issues affecting public education	Communicates the impact of legislative issues affecting public education	Fails to connect with legislators concerning issues affecting public education
C. Applies laws, policies and procedures fairly, wisely, and considerately *Legal*	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	Applies and upholds laws, policies and procedures fairly, wisely, and considerately	Applies laws, policies and procedures	Reviews laws and policies only when the need arises
D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities *Legal*	Teaches others how to improve learning opportunities while protecting the rights of others; ensures 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	Utilizes legal systems to protect students' and staff rights and to improve learning opportunities	Utilizes legal systems to protect students' and staff rights	References legal systems to ensure the district is protected only when issues regarding rights occur
E. Accesses local, state and national political systems to provide input on critical educational issues *Political Context; Stakeholder/ Community Involvement*	Actively participates at the local, state and national levels to provide input on critical educational issues	Accesses local, state and national political systems to provide input on critical educational issues	Accesses the local political system to give input on critical educational issues	Responds to the local political system only if input is requested on critical educational issues