2017-18 Individual Leadership Plan

Performance Levels:

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

Exemplary/Expert Performance:	Demonstrates initiative and skill beyond the standard; is considered an expert at local and state level
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 within 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.

Participants will note blue italicized terms below 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 ILP Team:

Bold and italicize the column indicator (Exemplary/Expert Performance, Accomplished Performance, Developing Progress, or Threshold Progress) that describes the ILP 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 ILP 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 1: Strategic Leadership

The superintendent creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary 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…*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
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
Evidence			Board Retreat-minutes/agenda Individual Meetings with Board members as evidenced by the calendar appointments BOE Agenda meetings with the Chair and Vice Chair Attends community events at invitation of Board members (Horne-Middletown Festival and Duncan-Fairdale Parade)	

B. 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*	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	Developing 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
Evidence			Video messages to staff Opening message to principal meeting in September Message to new teacher institute	
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; insures 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
Evidence				
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)*	Publically 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 consort 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
Evidence				

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 the improvement plans	Manages the budget in such a way as to maintain current operations and practices	Demonstrates limited understanding of district budget
Evidence			Financial planning committee of JCPS BOE; examines all revenue streams including federal SIG dollars in the district; Working with commissioner on potential SEEK funding issues	
F. Facilitates the implementation of federal, state, and local education policies *Policy*	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 affect the district
Evidence	EPSB Trainings on Instructional Staff; Building corrective action plans for Head Start work and for KDE Audit results	Mandate to all staff of 100% compliance with all laws and regulations	Working calendar of the JCPS BOE to reflect policy review work	
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
Evidence	Providing Deeper Learning Grants to Schools in the amount of $50,000 to encourage and support Deeper Learning Initiatives across the district		Deeper Learning Work- Messaging to staff	

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...*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. 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
Evidence		Reinforces initial messaging Keeps communication "trunk" message clear and deliberate Collaborates with CAO on district principal meetings to ensure consistent message of high expectations for staff and students, including 100% compliance with all regulations, etc.	Video messages to staff Opening message to principal meeting in September Message to new teachers	
B. Models and applies learning for staff and students *Professional Learning*	Uses evaluation and professional development as tools to improve student learning and evaluates professional development activities	Establishes professional development goals for district based on personal professional learning and student achievement data to improve student learning.	Applies learning from professional development and expects learning for students and staff	Demonstrates limited participation in professional development opportunities
Evidence	Surveys district principals following each principal meeting to determine success of meeting from the principal perspective and whether the information and activities were beneficial to their work		Attends district work at Harvard as a participant to support personal learning	

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
Evidence		Instituting the instructional cabinet to meet on Fridays with the focus on building and supporting high expectations for student learning and support	Weekly meeting with CAO Reorganization of ORG Charts with new personnel in place	
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 persist
Evidence		Participates in Friday Instructional Cabinet with CAO to develop and guide the work of the district around teaching and learning	Weekly meeting with CAO Meeting with Priority School Director and KDE Education Recovery Director to focus on 20 priority schools	
E. Demonstrates awareness of all aspects of instructional programs *Learning/Teaching Focus: 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
Evidence		Adding to the College and Career Readiness staff to further support the district endeavor of the Academies of Louisville project work	Academies of Louisville Work Possible redesign work of an at-risk high school Engaging local business community in the work	

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 SB1, 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
Evidence		Academies of Louisville work-building the office to support the district initiatives	Meetings with CAO and CTE personnel	

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…*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
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
Evidence	Continues strong messaging weekly to both internal and external stakeholders Requires 100% compliance with all regulations and laws; requires 100% participation from building level leaders and appropriate central office personnel in all training and workshops associated with compliance		Video messages to staff Opening message to principal meeting in September Message to new teachers	
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

Evidence	Established Deeper Learning school-based grant application in the amount of $50,000 to encourage more deeper learning opportunities in schools across the district		Meetings with CAO and CTE personnel Meetings with local university staff	
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
Evidence	Consistent messaging of the "We are JCPS" slogan, as well as consistent messaging related to building a positive culture and climate supporting student learning			
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
Evidence	Expects 100% compliance with all regulations, policies, and laws; engaged and participated in EPSB training around OEA findings; messaging and actions demonstrate commitment to serve all students in JCPS in a equitable fashion	Meets collaboratively with Mayor and other city officials; Participates in community groups and forums; Speaks at district work group meetings by invitation; working collaboratively with Head Start officials on a corrective action plan; working collaboratively with KDE officials on a		

				corrective action plan due to audit results		
E. Routinely celebrates and acknowledges district successes as well as areas needing growth *Celebration/Acknowledgement*	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
Evidence	Ribbon cutting ceremony at Tully Elementary; Reopening of ClassAct Credit Union at Doss; Participates in board meetings held off-site at schools to promote sense of community and celebration related to Board member area			
F. Supports and engages in the positive cultural traditions of the community *Stakeholder/Community Involvement*	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	Supports and participates in traditions of the community	Participates in community traditions	Rarely attends community functions; or only participates in select activities
Evidence	Working to ensure all families, with an emphasis on immigrant families, feel safe, valued, and secure in all facets of school life	Friday Night Football Games	Middletown Festival Fairdale Parade Louisville Pride Festival	
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

Evidence	Meeting with UofL regarding Signature Partnership Initiative; Meeting with Promise Louisville	Cabinet members visiting schools per schedule developed by Superintendent and cabinet members; Central office regularly sponsors drives and work to support schools and families (clothing drives, toy drives, etc)	JCPS Gives Campaign	
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
Evidence		Participated in Growth Mindset work with JCAPA group; supports diversity events sponsored by Department of Diversity, Equity, and Poverty (DEP); consistent messaging that all students matter in JCPS; school visits are scheduled across the district		

Standard 4: Human Resource Leadership

The superintendent ensures 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. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

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

Practices/Indicators	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*	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.
Evidence	Prompts these discussions at principal meetings; meets with a Principal Communication Committee to solicit input on district work and to highlight issues they encounter	Allowing additional financing to schools to offset the burden of assignment of instructional assistants in roles not suited to them	District finance meetings Weekly meetings with CFO	
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.
Evidence	Allows graduate students enrolled in superintendent certification programs to job shadow as appropriate	Building a new district level principal preparation program to ensure readiness for principalship upon appointment		
C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and	Creates new systems to monitor recruitment and uses a continuous improvement	Ensures processes for hiring, inducting and mentoring new staff that result in recruitment	Creates processes for the hiring, inducting and mentoring of new	Hires new staff but relies on past practices in assigning posts

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; *Human Resource Functions*	process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth	and retention of highly qualified and diverse personnel and can clearly articulate a vision and pathway for succession in important district positions.	staff and can identify key positions in the district.	
Evidence	Supports outreach for teacher recruitment including the successful Puerto Rico outreach responsible for bringing teachers to Kentucky	Undertaking review process for all facets of HR including review of the HR handbook for operational procedures		
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
Evidence		Created a mini CSS survey for the fall of 2017 to gauge growth and/or issues since assuming the position in July 2017. Results are being used to address areas of concern highlighted in the survey		
E. Provides for results-oriented professional growth and 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	Leads professional growth and 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 21st century learning	Facilitates and provides resources that allow for the delivery of results-oriented professional growth and development aligned to district needs, connected to district goals	Directs results-oriented professional growth and development that is connected to district goals improvement plan	Does not ensure that district professional growth and development are connected to identified needs per the district improvement plan

Professional Learning				
	Evidence		Collaborating through Instructional Cabinet meetings on Friday with CAO to ensure aligned programming and offerings	Weekly meeting with CAO Redesigned Principal Meetings	
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 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
	Evidence		Personnel decisions are made in a timely fashion; Reviewing HR protocols and procedures to ensure compliance and equity; engaging in discussion relative to PGES system across all levels given changes in ESSA and SB1		

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 decision about resources so as to meet the 21st century needs of the district.

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

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Prepares and oversees a budget that aligns resources with district 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
Evidence		Working collaboratively with the Board finance committee to both help them understand the various components of the district budget and ensure financial transparency with the community	Weekly meetings with CFO	
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
Evidence	Instituted a district facilities committee to analyze needs and propose suggestions for appropriate district allocation of facility resources	Facility committee convening to determine facility needs for district programming in terms of possible property repurposing and/or acquistion	Weekly meetings with COO	
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 assure 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
Evidence		Board reports and working sessions on Transportation,	Weekly meetings with CFO Weekly meetings with COO	

		Facilities, Budget to ensure widespread understanding and transparency of decision-making		
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
Evidence	COO and CFO lead Board reports on operational aspects of the district; ensures knowledge of and transparency regarding resource allocation and use		Weekly meetings with COO Weekly meetings with CFO	
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
Evidence	Works to ensure cabinet meetings are productive and professional for all personnel involved. Fairness and equity of action indicates ability to address and resolve conflict through consensus as appropriate	Ensures protocols and procedures are followed and that appropriate channels to resolve issues are followed. Acts to conflicts quickly and decisively;		
F. Assures an effective system of districtwide communication	Engages networks of families, agencies, groups and other key individuals in the ongoing	Assures a system for timely and responsible communication among all stakeholders	Develops a communication system among all stakeholders	Fails to develop a communication system

Communication--area of growth and focus for Superintendent	development of or revision to communication systems			
Evidence		Ensures weekly messages are responsive to the issues in the district; Messages are consistent in focus and intent; adding weekly messaging as a request from Principals to include a message they may share with staff about the workings of the district on a weekly basis; maintains interview schedule and regular interaction with media outlets	Weekly emails and video messaging	
G. Continually assesses the system in place that ensures the safety of students and staff *Safety/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
Evidence		Works with all cabinet members, district work groups, and community agencies to ensure safe and secure learning environments for all students as evidenced through cabinet agendas, meeting agendas, and speaking notes		
H. Works with local and state agencies to develop and implement emergency plans *Safety/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

Evidence	Ensures all building level leaders and appropriate district personnel have training and support to ensure safety and crisis planning are in place and regularly reviewed. District participates in and collaborates with all law enforcement requests for training and support, as well, including mock disaster drills, active shooter drills, etc.			

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…*

Practices/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1
A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools; *Vision/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
Evidence	Encourages cabinet officials, district and school personnel to cultivate community support and partnerships. Models appropriate interaction with community organizations by speaking at meetings and scheduling time with community leaders as evidenced by meeting agendas and superintendent calendar			
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	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

	sharing/supporting responsibility for district goals and student success			
Evidence		Ensures Board members interact with community groups and accompanies them on visits and meetings as evidenced by superintendent calendar; holds off-site Board meetings to ensure community engagement per Board meeting schedule; participates in and encourages district personnel participation in community groups with a focus on supporting educational outcomes (United Way; Promise Louisville, etc) as evidenced by superintendent calendar		
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 development 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 development opportunities based on district professional growth needs	Implements partnerships with professional development organizations to provide training and professional development for district employees	Contacts professional development organizations to arrange for training and professional development only when the need arises
Evidence		Maintains relationship with Solution Tree consulting group; Works with the University of Louisville College of Education and Human Development to provide opportunities for advanced studies for teachers		

		and administrators. Engages and encourages CAO and others to engage with regional service providers to support training for district personnel		
D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and 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
Evidence	Meeting with local universities to ensure access for students to dual credit and college experiences. Promoting CTE career work through expansion of the CTE personnel and programming through the Academies of Louisville model		Meetings with local universities discussing minority enrollments	

Standard 7: Influential 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/Indicators	Exemplary/Expert=4	Accomplished=3	Developing=2	Threshold=1

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 affecting 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
Evidence	Participates in New Superintendent Training and Testing program; works with lobby groups and policy advisors to determine district stance on issues such as charter schools, pension reform, and ESSA requirements; works with community parent/family groups (15th district PTA/CLOUT, etc) to stay both informed of their issues and responsive to their issues; Works with local teachers union (JCTA) and other union groups in the district to be responsive to the needs of their membership	Hosted the legislative Education Committee here in Louisville- agenda and superintendent calendar as evidence		
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
Evidence	Instituted a Student Assignment Review Committee to study the current student assignment plan; hosted the statewide legislative Education committee meeting here in Louisville as evidenced by meeting agendas and superintendent calendar			

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
Evidence	HR procedures manual review undertaken; mandates 100% compliance with all regulations; offers and expects full compliance with trainings designed to inform and educate staff on policy and personnel issues-superintendent calendar and meeting agendas		Mandate to staff for 100% compliance with all laws and regulations	
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; 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	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
Evidence		Engaging EPSB to support district adherence to instructional assistant use; engages external legal team as needed on issues related to the district; ensures due process is followed for all staff and student issues through monitoring and support of the system and the expectation that everyone will adhere to the policies with 100% compliance		

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
Evidence		Meetings with local legislative members; Louisville Metro Council members, Mayor of Louisville, Congressman John Yarmouth; works with Kentucky Commissioner of Education and Associate Commissioners on appropriate issues; engages with Governor and/or his staff as appropriate;	Meetings with local legislative members; Louisville Metro Council members, Mayor of Louisville, Congressman John Yarmouth	