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| **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 will…*** | | |
| **Goals**  ***Model and instruct administration to create transparent communication to ensure all stakeholders are provided with opportunities to monitor district and individual school progress.***  ***Work in partnership with the Board of Education to prioritize expenditures and maintain sound financial resources.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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 will…*** | | |
| **Goals**  ***Work with all stakeholders to develop, plan and implement a Science Technology Engineering and Mathematics (STEM) program, providing resources, support for students to engage in hands on learning and develop in-demand knowledge and skills to meet the needs of the 21st century workforce.***  ***Monitor student progress with the use of benchmark testing; analyzing results to provide assessment reports and information to maximize students instructional, career, and college opportunities, with a focus on ACT readiness.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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 will…*** | | |
| **Goals**  ***Provide communication between the superintendent and board members that is timely, consistent, and focused on the needs and expectations of the school district and individual schools. Build a culture of transparency and collaborative leadership to lead the district.***  ***Establish a framework for leadership by focusing on results, relationships and processes. Communicate clear expectations for administration and teachers, working with all stakeholders to collectively develop a definition of success and build relationships so that the improvement effort can be sustained over time.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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 will…*** | | |
| **Goals**  ***Improve the district’s overall climate and culture by ensuring that all leadership prioritizes faculty and staff support, leadership utilizes monitoring instruments, and leadership makes necessary changes to increase retention.***  ***Establish a mentorship program for new teachers to assist them with identifying student strengths and learning needs, planning instruction that addresses those needs, developing formative and summative assessment of student learning, analyzing and reflecting on student performance data to improve the impact of instruction on student learning. Working and collaborating with colleagues, teachers will be provided with support and resources to be successful, increase teacher retention, improve student learning and the school environment.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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 will…*** | | |
| **Goals**  ***Communicate expectations for all employees. Communications will be disseminated in a variety of formats to ensure it is received, and issues, problems and/or concerns are addressed in a timely manner.***  ***Use website, local media outlets, email and social media to create, maintain, protect and positively promote the Todd County School District.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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 will…*** | | |
| **Goals**  ***Establish a climate of community support by increasing communication, attending community events, and ensuring concerns are addressed in a timely manner.***  ***Work to develop partnerships to effectively utilize the Todd County Career Path Institute (TCCPI). Using data, processes and tools, Todd County School District will work to build common frameworks that link and align with workforce development efforts.*** | **Actions that demonstrate the standard** | **Evidence** |
| **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…*** | | |
| **Goals**  ***Ensure policies and procedures are followed by building capacity within administrative personnel to include expectations, accountability, authentic evaluations.***  ***Monitor legislative changes, KDE guidance, seek legal consultation with board attorney, and guide board decisions concerning effects on district.*** | **Actions that demonstrate the standard** | **Evidence** |