

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

| <b>Standard 1 --- Quality Indicator 1: Develop and Articulate a Vision</b>   |   |   |   |   |
|--|---|---|---|---|
| <b>Candidate</b>   | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 1C1) The superintendent candidate understands that a vision of learning must promote success for all students in the district and be based on relevant knowledge and current theories. | 1N1) The new superintendent...<br><br>Applies an existing vision of learning that promotes success of all students based on relevant knowledge, current theories and aligned to district goals. | 1D1) The developing superintendent also...<br><br>Collaboratively revises a vision of learning that promotes success of all students. | 1P1) The proficient superintendent also...<br><br>Consistently and effectively communicates to all stakeholders and the school board the district's vision of learning. | 1S1) The distinguished superintendent also...<br><br>Collaboratively evaluates and modifies as necessary the district's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories. |
| <b>Standard 1 --- Quality Indicator 2: Implement and Steward a Vision</b>  |   |   |   |   |
| <b>Candidate</b>   | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 1C2) The superintendent candidate understands the importance of motivating staff, students, and families to articulate and achieve the vision, mission and goals of the district.      | 1N2) The new superintendent ...<br><br>Identifies initiatives to motivate staff, students, and families to achieve the district's vision, mission and goals.                                    | 1D2) The developing superintendent also...<br><br>Operationalizes initiatives to motivate staff, students, and families.              | 1P2) The proficient superintendent also...<br><br>Analyzes the effectiveness of initiatives designed to motivate staff, students, and families.                         | 1S2) The distinguished superintendent also...<br><br>Evaluates and modifies as necessary initiative as well as the overall impact of the vision.  |

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.

| <b>Standard 2 --- Quality Indicator 1: Promote Positive School Culture</b>  |  |  |  |   |
|---|--|--|--|---|
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 2C1) The superintendent candidate understands the importance of culture and has knowledge of strategies for promoting excellence and equity for all students in the district.   | 2N1) The new superintendent...<br><br>Uses multiple methods based on the existing culture and context-appropriate strategies for promoting excellence and equity for all students. | 2D1) The developing superintendent also...<br><br>Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.                     | 2P1) The proficient superintendent also...<br><br>Identifies, implements and evaluates context-appropriate strategies.   | 2S1) The distinguished superintendent also...<br><br>Evaluates and modifies as necessary context-appropriate strategies as a part of a continuous process of improvement in the district. |
| <b>Standard 2 --- Quality Indicator 2: Promote Effective Instructional Programs</b>   |  |  |  |   |
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 2C2) The superintendent candidate understands the impact of effective instructional and assessment practices and the use of curricular materials in meeting the learning needs of students at all levels in the district. | 2N2) The new superintendent...<br><br>Is aware of existing instructional and assessment practices and the use of curricular materials at each level in the district.               | 2D2) The developing superintendent also...<br><br>Collaboratively with district leadership, monitors and promotes the collective implementation of effective instructional and assessment practices. | 2P2) The proficient superintendent also...<br><br>Collaboratively with district leadership, evaluates and institutes changes necessary to ensure effective instructional and assessment practices. | 2S2) The distinguished superintendent also...<br><br>Collaboratively with district leadership, continuously monitors and evaluates for sustained improvement and growth of all students.  |

| <b>Standard 2 --- Quality Indicator 3: Ensure Comprehensive Professional Growth Plans</b>   |   |   |  |   |
|---|---|---|--|---|
| <b>Candidate</b>  | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 2C3) The superintendent candidate understands the importance of aligned professional growth plans as they support building improvement plans aligned to the district's comprehensive school improvement plan. | 2N3) The new superintendent...<br><br>Is aware of existing professional growth plans and the extent of their alignment to district improvement plans. | 2D3) The developing superintendent also...<br><br>Promotes annual collaborative development of professional growth plans. | 2P3) The proficient superintendent also...<br><br>Promotes alignment and application of all applied professional learning. | 2S3) The distinguished superintendent also...<br><br>Ensures ongoing evaluation on the impact of applied professional learning. |

Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

| <b>Standard 3 --- Quality Indicator 1: Manage the Organizational Structure</b>  |   |   |  |   |
|---|---|---|--|---|
| <b>Candidate</b>  | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 3C1) The superintendent candidate understands appropriate structures, policies and procedures in support of a district’s vision, mission and goals.                                 | 3N1) The new superintendent...<br><br>Implements appropriate structures, policies and procedures to support the district’s vision, mission and goals.                   | 3D1) The developing superintendent also...<br><br>Monitors and analyzes the effectiveness of structures, policies and procedures.   | 3P1) The proficient superintendent also...<br><br>Evaluates and modifies appropriate structures, policies and procedures.  | 3D1) The distinguished superintendent also...<br><br>Has a systemic process for ongoing improvement of structures, policies and procedures to ensure the district’s vision, mission and goals are achieved.   |
| <b>Standard 3 --- Quality Indicator 2: Lead Personnel</b>   |   |   |  |   |
| <b>Candidate</b>  | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 3C2) The superintendent candidate understands the importance of the collaborative process and collective commitment for the attainment of the district’s vision, mission and goals. | 3N2) The new superintendent...<br><br>Identifies and establishes trust with district leadership and staff in order to support the district’s vision, mission and goals. | 3D2) The developing superintendent also...<br><br>Evaluates and develops district leaders and staff in their collective commitment to the district’s priorities and educational equity. | 3P2) The proficient superintendent also...<br><br>Collaboratively builds consensus with district leadership and staff to set district priorities and promote educational equity. | 3S2) The distinguished superintendent also...<br><br>Conducts ongoing evaluation and development of district leadership and staff (including succession planning) in order to increase their collective commitment to district priorities and educational equity. |

**Standard 3 --- Quality Indicator 3: Manage Resources**

| <b>Candidate</b>   | <b>New Superintendent</b>  | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
|--|--|--|--|---|
| 3C3) The superintendent candidate demonstrates understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable and aligned to support teaching and learning in the district. | <p>3N3) The new superintendent...</p> <p>Is aware of existing policies and procedures that guide the effective, legal, and equitable use of fiscal, human and material allocation and alignment of resources supporting the vision, mission and goals.</p> | <p>3D3) The developing superintendent also...</p> <p>Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p> | <p>3P3) The proficient superintendent also...</p> <p>Transparently monitors and analyzes policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p> | <p>3S3) The distinguished superintendent also...</p> <p>Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.</p> |

**Standard #4 Collaboration with Families and Stakeholders**

**Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.**

| <b>Standard 4 --- Quality Indicator 1: Collaborate with Families and Other Community Members</b>  |  |   |  |  |
|---|--|---|--|--|
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>  |
| 4C1) The superintendent candidate recognizes the need and importance of bringing together families and community, available resources, research and public information to support and positively affect learning throughout the district. | 4N1) The new superintendent...<br><br>Explores opportunities to bring together family and community, available resources, research and public information to support and positively affect learning throughout the district.                     | 4D1) The developing superintendent also...<br><br>Creates opportunities to bring together family and community, available resources, research and public information. | 4P1) The proficient superintendent also...<br><br>Monitors and analyzes strategies for bringing together family and community, available resources, research and public information. | 4S1) The distinguished superintendent also...<br><br>Evaluates and modifies as needed strategies for bringing together family and community, available resources, research and public information. |
| <b>Standard 4 --- Quality Indicator 2: Respond to Community Interests and Needs</b>   |  |   |  |  |
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>  |
| 4C2) The superintendent candidate understands that high visibility and active involvement across the district and community is necessary to accommodate diverse school and community conditions.  | 4N2) The new superintendent...<br><br>Exhibits high visibility and active involvement across the district in order to understand and accommodate diverse district and community interests and needs in support of the vision, mission and goals. | 4D2) The developing superintendent also...<br><br>Maintains high visibility and active involvement across the district.   | 4P2) The proficient superintendent also...<br><br>Monitors and analyzes the impact of their visibility and active involvement.   | 4S2) The distinguished superintendent also...<br><br>Consistently determines and uses areas for visibility and active involvement that yield the highest impact.                                   |

| <b>Standard 4 --- Quality Indicator 3: Mobilize Community Resources</b>   |   |  |   |   |
|---|---|--|---|---|
| <b>Candidate</b>  | <b>New Superintendent</b>   | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 4C3) The superintendent candidate understands that the use of community resources are necessary to support student achievement, solve school and district problems, and achieve the district's vision, mission and goals. | 4N3) The new superintendent...<br><br>Supports existing community resources in support of student achievement and for solving school and district problems. | 4D3) The developing superintendent also...<br><br>Uses existing community resources in support of student achievement and to solve school and district problems. | 4P3) The proficient superintendent also...<br><br>Monitors and analyzes the use of community resources. | 4S3) The distinguished superintendent also...<br><br>Determines and uses community resources with the highest impact to maximize student achievement. |

Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

| <b>Standard 5 --- Quality Indicator 1: Personal and Professional Responsibility</b>  |  |   |  |   |
|--|--|---|--|---|
| <b>Candidate</b>   | <b>New Superintendent</b>  | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>   | <b>Distinguished Superintendent</b>   |
| 5C1) The superintendent candidate demonstrates an understanding that respect for the rights of others with regard to confidentiality and dignity and honest interactions based upon ethical and legal principles is essential. | 5N1) The new superintendent...<br><br>Demonstrates respect for others, honors confidentiality, and engages in honest interactions. | 5D1) The developing superintendent also...<br><br>Maintains consistent respect for others, honors confidentiality and engages in honest interactions. | 5P1) The proficient superintendent also...<br><br>Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality and engaging in honest interactions. | 5S1) The distinguished superintendent also...<br><br>Models behavior to ensure respect for others, the honoring of confidentiality and engaging in honest interactions. |

Standard #6 The Education System

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

| <b>Standard 6 --- Quality Indicator 1: Understand the Larger Context</b>  |  |  |   |   |
|---|--|--|---|---|
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 6C1) The superintendent candidate demonstrates and understanding of the influence of larger political, social, economic, legal, and cultural issues and is knowledgeable of appropriate research methods as they apply to the district context. | 6N1) The new superintendent...<br><br>Is aware of the influence of larger political, social, economic, legal, and cultural issues and is knowledgeable of appropriate research methods as they apply to the school and district context. | 6D1) The developing superintendent also...<br><br>Analyzes the influence of larger political, social, economic, legal, and cultural issues and can apply appropriate research methods to impact the school and district context. | 6P1) The proficient superintendent also...<br><br>Synthesizes the influence of larger political, social, economic, legal, and cultural issues.                    | 6S1) The distinguished superintendent also...<br><br>Evaluates the influence of larger political, social, economic, legal, and cultural issues.         |
| <b>Standard 6 --- Quality Indicator 2: Respond to the Larger Context</b>  |  |  |   |   |
| <b>Candidate</b>  | <b>New Superintendent</b>  | <b>Developing Superintendent</b>   | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 6C2) The superintendent candidate is aware of the importance of communicating with members of the School Board and community concerning potential trends, issues and changes that could impact a school's and district's environment.           | 6N2) The new superintendent...<br><br>Is aware of potential trends, issues and changes that could impact the environment and learning opportunities of students in the school and/or district.   | 6D2) The developing superintendent also...<br><br>Communicates with members of the School Board and community concerning potential trends, issues and changes.   | 6P2) The proficient superintendent also...<br><br>Consistently communicates with members of the School Board and community concerning trends, issues and changes. | 6S2) The distinguished superintendent also...<br><br>Evaluates and modifies as needed communication with members of the School Board and the community. |

| <b>Standard 6 --- Quality Indicator 3: Influence the Larger Context</b>  |   |   |   |   |
|--|---|---|---|---|
| <b>Candidate</b>   | <b>New Superintendent</b>   | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 6C3) The superintendent candidate understands the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the district. | 6N3) The new superintendent...<br><br>Is aware of policies and resources at local, state and federal levels that would help ensure equity of the educational experience for each student in the district. | 6D3) The developing superintendent also...<br><br>Designs policies and identifies resources at local, state and federal levels. | 6P3) The proficient superintendent also...<br><br>Advocates for policies and the application of resources at local, state and federal levels. | 6S3) The distinguished superintendent also...<br><br>Evaluates and modifies as necessary strategies used to advocate for policies and apply resources at local, state and federal levels. |

**Standard 7: Professional Development**

**Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

| <b>Standard 7 --- Quality Indicator 1: Increase knowledge and skills based on best practices</b> |  |   |   |   |
|--|--|---|---|---|
| <b>Candidate</b>   | <b>New Superintendent</b>  | <b>Developing Superintendent</b>  | <b>Proficient Superintendent</b>  | <b>Distinguished Superintendent</b>   |
| 7C1) The superintendent candidate  | 7N1) The new superintendent...<br><br>Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student learning. | 7D1) The developing superintendent also...<br><br>Acquires and enhances personal knowledge, skills, and best practices to address staff development and student learning needs. | 7P1) The proficient superintendent also...<br><br>Consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning. | 7S1) The distinguished superintendent also...<br><br>Evaluates the impact of new knowledge, skills, and best practices on the growth of personnel and student learning. |