

Kansas Evaluation Project
Standards Table for Superintendents

The table below contains the components of a version of the evidence-centered design process used to determine an evaluation system for Superintendents in Kansas. The contents of the table reflect the work completed during the second meeting. Under each of the Standards there are four columns. The first column contains some possible critical features of the Standard. The Standards are complex so the features provide one way to articulate manageable aspects for us to focus on during this activity. The next column contains a list of possible evidence that a Superintendent might do or say that would demonstrate proficiency of the feature. The third column contains the sources of evidence or how the data will be collected. There may be more than one piece of evidence collected by the same source. Some evidence does not yet have information as to where/how it will be collected.

Mark up – either on a paper copy or in track changes on the electronic copy – any changes you believe are important to make: evidence statements that need to be clarified or added, additions or deletions in terms of how the evidence could be collected, etc. We want to make sure that we have in one way or another described how a teacher would perform if they were meeting each standard, and then how that evidence would be best collected.

You will also need to prioritize each piece of evidence listed. Next to each item listed as possible evidence you will need to determine if you consider it essential, possible or optional. Beside each piece of evidence listed, label it: (E), (P), or (O) or a combination of the letters.

The last column should include your reason for including the top-rated evidence in the evaluation process. Please complete the table and bring it to the meeting so you can share your responses with your colleagues first thing on Monday morning.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.			
Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Facilitating the development and articulation of a vision of learning Implementing and being a steward of a vision of learning	<u>Superintendents Systematically</u> (principal tool aligned by moving similar areas to building level; teacher to classroom level)		
	1. Creates a way to promote the accessibility to data - using collaborative approach and multiple sources, the analysis of data to establish and measure goals based on student achievement and instructional program(s)	<ul style="list-style-type: none"> • TQM consensus techniques • Assessment schedules • Textbook alignment study and purchase 	

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
		<ul style="list-style-type: none"> • Use of triangulated data 	
	<p>2. Develop and communicate Vision and Goals - establish high expectations inclusive of all student groups, based on mastery of stated local curriculum and state standards</p>	<ul style="list-style-type: none"> • Parent and student surveys • Post graduation tracking • Creation of indicators cross district • Community and Board data reviews and results, individual student assessment reviews, student lead conferences 	
	<p>3. Implement vision and goals - Provides leadership for continuous improvement; fully engaged in the work of continuous improvement in student learning results</p>	<p>Communication strategies such as:</p> <ul style="list-style-type: none"> • Website • Newsletters • Assessment at a glance • Strategic Plan 	
	<p>4. Monitors and adjusts district support strategies to achieve the vision after reviewing the data, from appropriate district and school sources.</p>	<ul style="list-style-type: none"> • Building walkthroughs 	
<p>2) Implementing and being a steward of a vision of learning</p>	<p>See previous section</p>		

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Advocating, nurturing, and sustaining a school culture conducive to student learning	<u>Superintendent Systematically:</u>		
	1. Promotes a school and district environment that publicly displays, acknowledges, and communicates academic accomplishments for both students and staff.	<ul style="list-style-type: none"> • District Assessment Data • Formative Assessments • Summative Assessments 	
	2. Facilitates and supports Board’s involvement in professional growth to establish and accomplish district goals	<ul style="list-style-type: none"> • Newspaper and television stories • Presentations before public • Strategic plan for web provided information 	
	3. Works with stakeholders to establish clearly identified goals for student achievement and instruction strategies.	Review of school materials: <ul style="list-style-type: none"> • schedules • district display cases • collection of evidence determined by the district based on the needs of the particular district 	
	4. The superintendent provides leadership for assessing, developing, and improving the school or district culture and instructional program that is conducive to student learning		

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	5. Superintendent systematically advocates a culture of learning through articulation, reinforcement, maintenance, and monitoring the student learning goals.		
	6. Superintendent systematically promotes the culture of learning by recognizing accomplishments of staff and students.		
	7. Superintendent systematically monitors curriculum and instruction and coaches professional learning strategies.		
	8. Superintendent systematically maintains recognition of accomplishments of students and staff and supports the district culture.		
	9. Superintendent systematically evaluates the analysis of data to determine effectiveness of curriculum and instruction.		
2) Advocating, nurturing, and sustaining a school culture conducive to staff professional growth	1. The superintendent has the ability to articulate the district's staff development initiatives.	Needs assessment conducted by the superintendent with a follow-up implementation plan	

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	2. Development of a system that encourages, recognizes, and rewards staff members for their efforts to improve themselves professionally in ways that are aligned with school or district goals and initiatives.	Annual review of PD points earned and report on rewards earned	
	3. Superintendent systematically advocates a culture of learning through articulation, reinforcement, maintenance, monitoring of student learning goals.	Collection of evidence determined by the district based on the needs of the particular district	
	4. Superintendent has a plan for personal continued professional growth.	PDC plan	
	5. Superintendent systematically promotes the culture of learning by recognizing accomplishments of staff and students.		
	6. Superintendent systematically monitors curriculum and instruction and coaches professional learning strategies.		
	7. Superintendent systematically maintains recognition of accomplishments of students and staff and supports the district culture.		

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	8. Superintendent systematically evaluates the analysis of data to determine effectiveness of curriculum and instruction.		

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
3) Advocating, nurturing, and sustaining an instructional program conducive to student learning	1. Defined expectations for setting instructional goals and targets	Develop an action plan for improvement	
	2. Use of data in the decision-making process for the instructional program	Collection of year-long cycle of analyzed data by the administration	
	3. System-wide plan for providing system-wide opportunities for all staff to grow professionally.	Agendas, evaluations, survey feedback, performance measures	
	4. Superintendent systematically advocates a culture of learning through articulation, reinforcement, maintenance, and monitoring of student learning goals.	Collection of evidence determined by the district based on the needs of the particular district	
	5. Superintendent systematically promotes the culture of learning by recognizing accomplishments of staff and students.		

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	6. Superintendent systematically monitors curriculum and instruction and coaches professional learning strategies.		
	7. Superintendent systematically maintains recognition of accomplishments of students and staff and supports the district culture.		
	8. Superintendent systematically evaluates the analysis of data to determine effectiveness of curriculum and instruction.		
<p>4) Advocating, nurturing, sustaining an instructional program conducive to staff professional growth</p> <p>Advocating, nurturing, sustaining a staff professional development program conducive to the goals of an instructional program</p>	1. The superintendent has the ability to articulate the district's staff development initiatives.	Needs assessment conducted by the superintendent with a follow-up implementation plan	

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Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	2. The superintendent promotes the search and identification of evidence that measures the alignment between the instructional program and the professional growth plan.	Do professional growth activities address areas indicated by data	
	3. Superintendent systematically advocates a culture of learning through articulation, reinforcement, maintenance, monitoring the district professional development plan.	Collection of evidence determined by the district based on the needs of the particular district	
	4. The superintendent systematically promotes the culture of learning by recognizing the accomplishments of staff and students.		
	5. The superintendent systematically monitors curriculum and instruction and coach's professional learning.		
	6. The superintendent systematically maintains recognition of accomplishments of students and staff and supports the district culture.		

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	7. The superintendent systematically evaluates the analysis of data to determine effectiveness of curriculum and instruction in reaching the district learning goals.		

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Ensuring the management of the organization, operations, and resources for an safe learning environment	1. Ensures that facilities are provided and maintained that are safe and are conducive to student learning.		
2) Ensuring the management of the organization, operations, and resources for an efficient learning environment	1. Budget: The superintendent will gain from a variety of stakeholders to create a budget that supports an efficient learning environment.	<ul style="list-style-type: none"> • Duplication of Services • Program Evaluation • Data • Shared services with other entities 	
	2. Facilities and Infrastructure: The superintendent has demonstrated short and long term facility planning (including technology infrastructure) that supports an efficient learning environment.	<ul style="list-style-type: none"> • Facility Use Policies and Practices • Class Size Facility Plan • Schedules • Technology Plan • The district instruction plan supports x% of overall budget 	
	3. Human Resources: The superintendent has developed policies and practices that define and support staffing plan, which includes reduction in force.	<ul style="list-style-type: none"> • BOE policies (RIF, class size, etc.) • Protocols for hiring 	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	<p>4. Instruction and Technology: The superintendent has facilitated a comprehensive, integrated instructional framework for the district, which includes all aspects of curriculum, instruction, and assessment.</p>	<ul style="list-style-type: none"> • Access to Technology for Student Learning • Assessment Calendar • Curriculum Guides 	
<p>3) Ensuring the management of the organization, operations, and resources for an effective learning environment</p>	<p>1. Budget: The superintendent will gain from a variety of stakeholders to create a budget that supports an effective learning environment.</p>		
	<p>2. Facilities and Infrastructure: The superintendent has demonstrated short and long term facility planning (including technology infrastructure) that supports an effective learning environment.</p>	<ul style="list-style-type: none"> • Crisis Plan • Annual Review of ADA Compliance • Annual Review of Crisis Plan 	
	<p>3. Human Resources: The superintendent has developed policies and practices that support an effective learning environment</p>	<ul style="list-style-type: none"> • Crisis Plan • Security Personnel • OSHA 	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
	<p>4. Instruction and Technology: The superintendent has facilitated a comprehensive, integrated crisis plan for the district, which includes all aspects of curriculum, instruction, assessment, and use of technology.</p>	<ul style="list-style-type: none"> • Crisis Plan 	
	<p>5. Instruction: The superintendent has facilitated a comprehensive, integrated instructional framework for the district, which provides for efficiency.</p>	<p>Instructional Framework</p>	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
<p>1) Collaborating with faculty and community members</p>	<ol style="list-style-type: none"> 1. The superintendent provides opportunities for faculty and community members to collaborate (shared responsibilities) within a shared vision. 2. The superintendent involves staff from across the district in designing and implementing district programs. 3. The superintendent remains visible as the educational spokesperson for the district. 	<p>Below bullets apply to 1-3 in the evidence column:</p> <ul style="list-style-type: none"> • Minutes of meetings of specific collaborative projects • District adopting committee, district-wide staff development committee agendas, meeting notes • Survey of stakeholders in community • Membership in civic groups serving on committees for the community 	
<p>2) Responding to diverse community interests and needs</p>	<ol style="list-style-type: none"> 1. The superintendent works collaboratively within special interest groups. 2. The superintendent creates school and district partnerships. 3. The superintendent works with district and school professionals in Collaborative efforts targeting the closing of the achievement gap. This includes demonstrating the critical importance of diversity being valued by developing policies and procedures promoting diversity. 4. The superintendent develops procedures to make programming for diverse learners a priority. 	<p>Below bullets apply to 1-3 in the evidence column:</p> <ul style="list-style-type: none"> • Minutes, grants • Policies and procedures • Budget, strategic plan, drop-out recovery programs • NCLB reports, intervention documentation sharing with sub-groups 	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
3) Mobilizing community resources	<ol style="list-style-type: none"> 1. The superintendent creates technology vehicles to effectively share resources. 2. The superintendent forms collaborative groups within the community to pool resources. 3. The superintendent develops collaborations with other governmental agencies (school districts, city and county governments). 	<p>Below bullets apply to 1-3 in the evidence column:</p> <ul style="list-style-type: none"> • Provide links to known resources, sharepoint sites, parent portals • Shared projects • Signed agreements, contacts, data (collection of savings) 	

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
<p>1) Demonstrating personal integrity and fairness</p> <p>2) Modeling ethical behavior</p>	<p><u>Superintendent Systemically:</u></p> <ol style="list-style-type: none"> 1. Demonstrates a personal and professional code of ethics. 2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance 3. Serves as a role model 4. Accepts responsibility for school operations 5. Uses the influence of the office to enhance the educational programs rather than for personal gain 6. Treats people fairly, equitably, and with dignity and respect 	<p>Below bullets apply to 1-3 in the evidence column:</p> <ul style="list-style-type: none"> • TQM consensus techniques • Assessment schedules • Textbook alignment study and purchase • Use of triangulated data • Parent and student surveys • Post graduation tracking • Communication strategies such as website; newsletters; assessment at a glance, community and Board data reviews and results, individual student assessment reviews, student lead conferences • Professional Development calendars with time to assess and review • Longitudinal growth studies and analysis • Strategy analysis for effective implementation • Trend line analysis 	

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
1) Understanding, responding to, and influencing the political, social and cultural context	1. The superintendent works to influence policy at the local, state and national level.	Data provided to officials to help formulate effective policy decisions	
	2. The superintendent actively participates in local and regional economic development initiatives.		
	3. The superintendent establishes the expectation via strategic planning documents for closing the achievement gap for all students (subgroups).	Evidence based on strategic planning processes	
	4. The superintendent actively participates in local, state, and national organizations that add value to the school district.	Superintendent reports to the BOE and communication devices (electronic/print/oral) to both internal and external stakeholders	

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
2) Understanding, responding to, and influencing the economic context	<ol style="list-style-type: none"> 1. The superintendent schedules public meetings to explain budgetary requirements and promote a clear understanding of the current fiscal reality for the district. 2. The superintendent establishes a public relations program to garner support for adequate funding (bond and operational levy-mill levy) to best serve all students within the district. 	<p>Bullets below apply to both points listed in Evidence column</p> <ul style="list-style-type: none"> • Calendar/minutes of meetings/superintendent reports to the public (electronic/print/oral) • Superintendent reports to the BOE and communication devices (electronic/print/oral) to both internal and external stakeholders • Public relations on file (electronic/print/oral) 	
	<ol style="list-style-type: none"> 3. The superintendent promotes a budget understanding for funding mechanisms within the district based on current revenue levels. 		

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Critical Feature	Evidence	Where/how collected	Rationale for inclusion
3) Understanding, responding to, and influencing the legal context	<ol style="list-style-type: none"> 1. The superintendent demonstrates appropriate knowledge for local, state, and federal policies, laws, and regulations. 2. The superintendent establishing's procedures to review and update policies and processes to meet legal requirements. 3. The superintendent insures that the district has in place systems to monitor compliance. 	<p>Bullets below apply to all points in Evidence column:</p> <ul style="list-style-type: none"> • No evidence of legal entanglements • Updated policies, documents, handbooks • Procedures 	