

NEW MILFORD BOARD OF EDUCATION  
New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776

POLICY SUB-COMMITTEE  
MEETING NOTICE

DATE: May 16, 2017  
TIME: 6:45 P.M.  
PLACE: Lillis Administration Building - Rm. 2

RECEIVED  
TOWN CLERK  
3/12/17  
2017 MAY 12 P 12: 56  
NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Item of Information**

A. Regulation for Discussion:

- 1. 2400 Superintendent Evaluation Process

**4. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**5. Adjourn**

**Sub-Committee Members:** J.T. Schemm, Chairperson  
Wendy Faulenbach  
Dave Littlefield  
Tammy McInerney

**Alternates:** Bill Dahl  
Brian McCauley

**ITEM OF INFORMATION  
REGULATION REVISION**  
*Bold Italicized* language constitutes an addition

**2400**

## **Administration**

### **Superintendent Evaluation Process**

#### **Purpose**

The Board will provide the Superintendent with feedback as to his/her performance against the annual goals of the Board and his/her personal competencies on at least a semi-annual basis to ensure school system progress.

#### **Process**

There shall be four steps to the evaluation process:

- ~~1. Prior to the adoption of a budget, the Board adopts goals for the upcoming school year. Once adopted, those goals become the Superintendent's critical goals for the upcoming year.~~
- ~~2.~~ **1. In July/August** (the beginning of the applicable school year), ***the Board and Superintendent discuss and identify district goals. Based on the discussion, the Superintendent (and others as needed) drafts annual performance goals and district goals.*** ~~these goals shall be reviewed and modified, if necessary, based upon the outcomes of the Town's budget deliberations.~~
- 2. In September/October, the Board reviews and considers approval of annual district goals. A review of district and building improvement plans, in the context of district goals, follows.**
- 3. In January/February, a mid-year review of Board goals and Superintendent performance goals occurs with informal discussion and feedback regarding Superintendent performance. Goals are adjusted as needed.**
- ~~2. In February of the school year, the Superintendent will complete a self evaluation using the Superintendent Competency Standards. Comment and feedback will be conducted verbally during Executive Session at the meeting in February. Serious deficiencies or differences of opinion on progress will be referred to the Board's Operations Committee to consult with the Superintendent and report to the full Board the resolution of such issues as may exist.~~
- ~~3.~~ **4. By May/June 1<sup>st</sup> of each year, the Superintendent will present information/data on both district improvement goals and superintendent performance standards and the Board will evaluate the Superintendent's job performance based on the**

*information presented.* A full ~~review~~ *evaluation* of the year's results against the *goals and standards* ~~Competencies~~ will be completed by each Board member and submitted to the Chairman. The Chairman and another Board member shall prepare a draft evaluation encompassing the proposed evaluations he/she has received and distribute same for discussion at the meeting in May. The evaluation with agreed upon revisions will be presented to the Superintendent before the meeting in May and discussed at the May meeting with the Superintendent in Executive Session. Based upon the decisions made it may be voted on at that meeting, but if not, a final evaluation must be adopted not later than ~~June 1<sup>st</sup>~~ *July 1st*.

Regulation approved:  
Regulation revised:

June 11, 2002  
June 21, 2005

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut

## Superintendent Evaluation Process

### Superintendent's Evaluation Cycle:

#### I. Timeline:

<i>July/August</i>	Board and Superintendent Discuss and Identify District Goals Based on the Discussion the Superintendent (and others as needed) drafts Annual Performance Goals and District Goals
<i>September/ October</i>	Board of Education Reviews and Considers Approval of Annual District Goals Review of District and Building Improvement Plans in the Context of District Goals
<i>January/ February</i>	Mid-year review of Board Goals and Superintendent Performance Goals Informal discussion regarding Superintendent Performance as it relates to the LEAD CT Superintendent Competency Framework Informal feedback provided by BOE to Superintendent Goals Adjusted as needed
<i>May/June</i>	Superintendent Evaluation Session Superintendent presents information/data on both District Improvement Goals and Superintendent Performance Standards  BOE evaluates Superintendent's job performance based on the information presented and the standards outlined in the LEAD CT Superintendent Competency Framework.

---

### Rubric for Use in the Superintendent Evaluation Process

See Companion Document *Superintendent Leadership Competency Framework* for specifics regarding ratings for each domain. When completing the rubric, check the most appropriate rating box on a scale of 4-1 (4 representing the highest rating, 1 the lowest) for each section. A "Not Sure" rating is provided for use if you feel unable to rate a section for any reason.

A space for comments is also provided for each section and at the end.

1. Vision: Develops and Implements Vision that Inspires Action and Commitment	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Fails to Meet	Not Sure
1.1. Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.						
1.2. Articulates to all stakeholders the importance of achieving the vision.						
1.3. Secures commitment from all stakeholders to act up on the vision of what the district must become.						
1.4. Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely.						
1.5. Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.						
<b>Total - Vision</b>						
Please add any additional comments here (comments will be shared with participants):						
2. District Leadership: Develops and Implements a District Leadership Theory of Action and/or District Goals that Guide Decision Making	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Fails to Meet	Not Sure
2.1. Articulates and acts upon an overarching theory of action and/or district goals that communicate the underlying rationale for how the district will achieve its vision.						
2.2. Articulates and tests theories of action and/or district goals for all major aspects of the district's improvement work.						
2.3. Executes a district leadership theory of action and/or district goals to build district coherence and alignment.						
<b>Total - District Leadership</b>						
Please add any additional comments here (comments will be shared with participants):						

3. Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students	Exemplary (4)	Accomplished (3)	Emergent (2)	Needs Improvement (1)	Not Sure
3.1. Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning.					
3.2. Involves key stakeholders in developing strategies to address areas of concern.					
3.3. Focuses on a small number of high-leverage strategies aligned with the theory of action and/or district goals.					
3.4. Leads a budget development process that results in systems and support for integrated district improvement strategies.					
<b>Total – Aligned Resources</b>					
Please add any additional comments here (comments will be shared with participants):					
4. Demonstrates Results and Improvement Orientation that Addresses both Accountability and Capacity-Building	Exemplary (4)	Accomplished (3)	Emergent (2)	Needs Improvement (1)	Not Sure
4.1. Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level.					
4.2. Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring.					
4.3. Establishes accountability for improvement at the district, school and classroom level.					
<b>Total Accountability and Capacity-Building</b>					
Please add any additional comments here (comments will be shared with participants):					

5. Demonstrates Leadership Grounded in Collaborative Governance	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Not Sure
5.1. Works with the board to establish district goals and systems and processes for monitoring progress over time.					
5.2. Works in cooperation with the board of education to engage and inform of progress towards goals.					
5.3. Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and the superintendent in the areas of policy, management, and collaborative governance.					
5.4. Demonstrates strong support and advocacy for board approved district goals in various public settings.					
<b>Total – Collaborative Governance</b>					
Please add any additional comments here (comments will be shared with participants):					
6. Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Not Sure
6.1. Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility.					
6.2. Invests in developing the capacity of teachers and leaders to improve performance over time.					
6.3. Demonstrates a strong commitment to professional learning at all levels of the organization.					
<b>Total - Culture of Continuous Improvement and Accountability</b>					
Please add any additional comments here (comments will be shared with participants):					



7. Purposely Aligns Systems and Structures that Support the District Improvement Plan	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Not Sure
7.1. Develops and oversees a comprehensive approach to human capital that aligns to district, vision, strategy and goals.					
7.2. Establishes and implements a strategic approach to resource allocation and budget management.					
7.3. Ensures effective management of the district’s core functions.					
<b>Total - Aligns Structures to Support District Improvement Plan</b>					
Please add any additional comments here (comments will be shared with participants):					
8. Personal Leadership Competencies Associated with Effective Leadership	Exemplary (4)	Accomplished (3)	Emergent (2)	Standard Meets (1)	Not Sure
8.1. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement.					
8.2. Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement.					
8.3. Relationship Building. Builds trusting, respectful relationships to improve student learning.					
8.4. Equitable Practice. Explores how identity and life experiences have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact.					
8.5. Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.					
8.6. Advanced Communication Skills. Uses consensus building, negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.					
<b>Total - Effective District Leadership:</b>					
Please add any additional comments here (comments will be shared with participants):					



# COMPANION DOCUMENT for Superintendent Evaluation Process

## Superintendent Leadership Competency Framework

Adapted from LEAD CT draft of October 2014

**New Milford Board of Education  
May 2017**

## 1. Vision: Develops and Implements Vision that Inspires Action and Commitment

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>1.1 Works with the board of education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs and highest aspirations for its children.</b></p> <p><b>1.2 Articulates to all stakeholders the importance of achieving the vision.</b></p> <p><b>1.3 Secures commitment from all stakeholders to act up on the vision of what the district must become.</b></p> <p><b>1.4 Creates urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely.</b></p> <p><b>1.5 Continuously demonstrates through communication, leadership routines and professional practices the importance of achieving the vision.</b></p>	<ul style="list-style-type: none"> <li>• Vision or district priorities are poorly defined or the School Board, Parents, Teachers and/or the Community do not feel that it represents their values or beliefs.</li> <li>• The School Board, Parents, and Teachers cannot articulate their role in actualizing the district vision.</li> <li>• Few administrators communicate with families regarding the district vision or improvement plan and when they do, these communications are uneven or do not consider how the information may be experienced by those receiving it.</li> <li>• The Superintendent's behavior and language in either formal or informal settings seem misaligned with actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers and the Community have little or no input on district vision.</li> <li>• The School Board, Parents, and Teachers can partially articulate their role in actualizing the district vision but this articulation is uneven and lacks clarity.</li> <li>• Some administrators' communication with families regarding the district vision or improvement plan are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings mostly aligns with actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers and the Community have opportunities to provide input on the district vision represents their values and beliefs and presents rigorous but attainable goals.</li> <li>• The School Board, Parents, and Teachers can clearly and consistently articulate their specific role(s) in actualizing the district vision.</li> <li>• Most administrators' communication with families regarding the district vision or improvement plan are prompt, consistent in message, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings aligns actualizing the stated vision.</li> </ul>	<ul style="list-style-type: none"> <li>• The School Board, Parents, Teachers, Students and the Community feel that the district vision represents their values and beliefs, presents rigorous but attainable goals and is part of an ongoing collaborative conversation about the purpose and goals of the system.</li> <li>• The School Board, Parents, Teachers, Students, and the Community can clearly and consistently articulate their specific role(s) in actualizing the district vision and can point to current activities that they are engaged in that align with those roles.</li> <li>• Across the district, administrators' communication with families regarding the district vision are prompt, consistent in message, actively engage parent feedback, respectful and sensitive to differences in parents', caretakers' and community members' cultures and home language.</li> <li>• The Superintendent's behavior and language in both formal and informal settings aligns with actualizing the stated vision and he/she asks both direct reports and community members to provide feedback on this alignment.</li> </ul>

## 2. District Leadership: Develops and Implements a District Leadership Theory of Action and/or Goals that Guide Decision Making

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>2.1 Articulates and acts upon an overarching theory of action and/or district goals that communicate the underlying rationale for how the district will achieve its vision.</b></p> <p><b>2.2 Articulates and tests theories of action and/or district goals for all major aspects of the district's improvement work.</b></p> <p><b>2.3 Executes a district leadership theory of action and/or district goals to build district coherence and alignment.</b></p>	<ul style="list-style-type: none"> <li>• The Superintendent frequently falters at articulating the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success.</li> <li>• There are limited mechanisms for communication with the community regarding district initiatives or how they align to the vision. Barriers to greater community involvement in improving district effectiveness are in place.</li> <li>• Limited infrastructure exists to provide schools with effective monitoring of the interventions associated with the district theory of action and/or district goals.</li> <li>• Many implementing interventions associated with the theory of action and/or district goals do not understand or cannot articulate how these interventions work together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals, though has some difficulty in explaining how the resultant activities are important, coherent and necessary to success.</li> <li>• The Superintendent establishes some mechanisms for communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are recognized and plans exist to address them.</li> <li>• Though the district has invested in infrastructure to provide schools with effective monitoring of the interventions associated with the district theory of action and/or district goals, gaps exist with some schools receiving minimal or insufficient resources for this purpose.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can partially articulate how these interventions work independently and together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success.</li> <li>• The Superintendent establishes ongoing relationships and regular mechanisms for communication with the community regarding district initiatives and how they align to the vision as well. Barriers to greater community involvement in improving district effectiveness are actively being addressed.</li> <li>• The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action and/or district goals.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can clearly articulate how these interventions work independently and together to support goal attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent is able to articulate the alignment between vision and theory of action and/or district goals and how the resultant activities are important, coherent and necessary to success as well as the potential challenges and strengths of current implementation.</li> <li>• The Superintendent establishes ongoing relationships and regular mechanisms for two-way communication with the community regarding district initiatives and how they align to the vision. Barriers to greater community involvement in improving district effectiveness are actively being addressed and include opportunities for community input and decision-making.</li> <li>• The necessary infrastructure, including adequate technological and computing resources, access to quality information, and human capital, exists to provide schools with effective monitoring of the interventions associated with the theory of action and/or district goals and support to guide adjustments to these interventions.</li> <li>• Those responsible for implementing interventions associated with the theory of action and/or district goals can clearly articulate how these interventions work independently and together to support goal attainment as well as how the district has supported enhancements to the interventions over time.</li> </ul>

### 3. Aligned Resources: Aligns Resources to Drive a District-Wide Strategy for Improving the Performance of all Students

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>3.1 Examines a wide range of data to determine root causes of areas of concern related to improving teaching and learning.</b></p> <p><b>3.2 Involves key stakeholders in developing strategies to address areas of concern.</b></p> <p><b>3.3 Focuses on a small number of high-leverage strategies aligned with the theory of action and/or district goals.</b></p> <p><b>3.4 Leads a budget development process that results in systems and support for integrated district improvement strategies.</b></p>	<ul style="list-style-type: none"> <li>The district does not solicit key stakeholders views regarding the best approach to meet current challenges related to teaching and learning.</li> <li>Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are often made without regard to data on student achievement, educator evaluation results, or best practice.</li> <li>The district lacks an adequate data infrastructure to conduct useful and holistic analysis regarding areas of concern related to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The district presents plans to address meet current challenges related to learning and teaching to key stakeholder groups with opportunities for feedback and questions.</li> <li>Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are sometimes made without regard to data on student achievement, educator evaluation results, or best practice.</li> <li>While a data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement exists, it is often underutilized due to resource constraints.</li> </ul>	<ul style="list-style-type: none"> <li>The district has created mechanisms to solicit key stakeholders' views regarding the best approach to meet current challenges related to teaching and learning.</li> <li>Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed.</li> <li>There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The district has created mechanisms for meaningful two-way conversations with key stakeholders such that they are not only asked to provide their views regarding the best approach to meet current challenges related to teaching and learning but are also encouraged to bring issues and potential solutions to the district for discussion and consideration.</li> <li>Decisions regarding changes to school resource allocation, for example, removing support services for students, and/or professional development are made only when there is supporting evidence that such change is needed and these decisions are conveyed in a timely and easily accessible manner to the larger community.</li> <li>There is sufficient data infrastructure to support the collection, storage and analysis of informal and formal observation data, community feedback and student achievement such that patterns of performance within and across schools can be identified and addressed.</li> </ul>

#### 4. Accountability: Demonstrates Results and Improvement Orientation that Addresses both Accountability and Capacity-Building

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>4.1 Guides leadership teams to develop and maintain meaningful and measurable goals for professional practice and student learning at the district and school level.</b></p> <p><b>4.2 Establishes an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring.</b></p> <p><b>4.3 Establishes accountability for improvement at the district, school and classroom level.</b></p>	<ul style="list-style-type: none"> <li>• Few school leadership teams have generated school level theory of actions and/or district goals aligned with the district’s and/or include performance targets only for student outcomes.</li> <li>• School administrators report that district monitoring of school performance fails to produce timely data or the data provided cannot easily be used for future planning and implementation.</li> <li>• Few administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice.</li> <li>• Few school administrators report having either the necessary resources (e.g., time, human capital) or support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district lacks the resources to support schools in their improvement cycle or provides only limited adequate access to individuals with the necessary expertise in data analysis, management or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Though most school leadership teams have generated school level theory of actions and/or district goals that are inconsistently aligned with the district’s and do not always include performance targets for teacher practice and student outcomes or these targets are not rigorous or hard to quantify.</li> <li>• School administrators report that district monitoring of school performance produces data that is timely and useful, and frequently informs future planning and implementation.</li> <li>• Some administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</li> <li>• Some school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district provides support to schools in their improvement cycles, including access to personnel to help with data analysis, management and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Most school leadership teams have generated school level theory of actions and/or district goals aligned with the district’s and that include quantifiable and rigorous performance targets for teacher practice and student outcomes.</li> <li>• School administrators report that district monitoring of school performance includes both teacher and student level indicators occurs regularly, produces timely and useful data, and directly informs future planning and implementation.</li> <li>• Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation.</li> <li>• Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice.</li> <li>• The district has infrastructure to support schools in their improvement cycles, including providing access to personnel with expertise in data analysis, management and assessment and can help administrators to identify a range of data sources to facilitate effective decision-making..</li> </ul>	<ul style="list-style-type: none"> <li>• Most school leadership teams have generated school level theory of actions and/or district goals aligned with the district’s and that include quantifiable and rigorous performance targets for teacher practice and student outcomes as well as a plan for how data will be collected and analyzed.</li> <li>• School administrators report that district monitoring of school performance is collaborative in nature and includes both teacher and student level indicators, occurs regularly, produces timely and useful data, and directly informs future planning and implementation.</li> <li>• Most administrator teams use a variety of formal and informal methods and assessments including common interim assessments aligned across grade levels and subject areas to evaluate current practice and plan for and revise implementation. The Superintendent creates means of sharing effective practices across the district so all schools can benefit and grow.</li> <li>• Most school administrators report having both the necessary resources (e.g., time, human capital) and support to effectively review assessment data and identify interventions to appropriately adjust practice. Infrastructure exists for schools to share resources and knowledge to support capacity building across the district.</li> <li>• The superintendent advocates for and priorities the need to provide sufficient infrastructure to support schools in their improvement cycles, including providing access to adequate numbers of personnel with expertise in data analysis, management and assessment and can help administrators to identify and utilize a range of appropriate data sources to facilitate effective decision-making.</li> </ul>

**5. Collaborative Governance: Demonstrates Leadership Grounded in Collaborative Governance**

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>5.1 Works with the board to establish district goals and systems and processes for monitoring progress over time.</b></p> <p><b>5.2 Works in cooperation with the board of education to engage and inform of progress towards goals.</b></p> <p><b>5.3 Works with the board of education to regularly assess and to clarify the roles and responsibilities of the board and the superintendent in the areas of policy, management, and collaborative governance.</b></p> <p><b>5.4 Demonstrates strong support and advocacy for board approved district goals in various public settings.</b></p>	<ul style="list-style-type: none"> <li>• The district is lacks a plan to address the specialized needs of schools with varying performance trajectories and/or has not articulated what happens if schools do not improve over time with support.</li> <li>• The superintendent and board lack mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• The superintendent provides inconsistent advocacy for district goals approved by the board.</li> </ul>	<ul style="list-style-type: none"> <li>• The district has a plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent at schools and in the community indicate that he/she provides consistent advocacy for those district goals approved by the board.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is actively deploying a publically accessible plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent at schools and in the community indicate that he/she provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these schools.</li> </ul>	<ul style="list-style-type: none"> <li>• The district is actively deploying a publically accessible and collaboratively generated plan to address the specialized needs of schools with varying performance trajectories and has articulated the contingency steps if the school does not improve over time with this support.</li> <li>• The superintendent and board can show evidence (e.g., protocols, handbook, etc.) that they have collectively identified mechanisms to clarify and revisit roles and responsibilities and productively address and resolve conflicts as well as processes for revisiting and modifying these roles/responsibilities as needed.</li> <li>• Reports from the field and direct observations of the superintendent indicate that he/she models behavior at the district office that aligned with board approved goals. Additionally, when outward facing he/she also provides consistent advocacy for those district goals approved by the board as well as promoting school based behaviors aligned with these goals.</li> </ul>



## 6. Culture: Establishes Structures and Processes that Sustain a Culture of Continuous Improvement and Accountability

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>6.1 Holds all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility.</b></p> <p><b>6.2 Invests in developing the capacity of teachers and leaders to improve performance over time.</b></p> <p><b>6.3 Demonstrates a strong commitment to professional learning at all levels of the organization.</b></p>	<ul style="list-style-type: none"> <li>• There is high variability across the district in how effective teaching is defined. Most administrative professional development focuses on compliance, management and accountability.</li> <li>• Administrator meetings are poorly run or lack purpose or relevancy.</li> <li>• The Superintendent infrequently observes the principal's practice and when he/she does so, he/she often focuses on non-instructional activities/issues.</li> <li>• Administrators are rarely asked to reflect on their interactions with faculty or students. Discussions regarding data use, research and best practice occur haphazardly if at all.</li> <li>• District level staff is rarely asked to reflect on their interactions with school based personnel, community and/or families. District staff uses data, research and best practice haphazardly if at all.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, with administrative professional development often being aligned with this goal.</li> <li>• Administrator meetings are generally well run, purposeful, relevant, and often engage participants in meaningful conversation around practice.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards.</li> <li>• Encourages administrators to reflect on effectiveness of interactions with faculty and students. Engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Tells district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Encourages district staff to use data, research and best practice as they engage with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers.</li> <li>• Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she can provide teachers with information regarding alternative practices to support all students' learning.</li> <li>• Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Facilitates discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Fosters a shared commitment to high standards of teaching and learning, for all administrators, such that much of administrative professional development is focused on recognizing, cultivating and growing effective instructional practice among teachers. Frequent checks on implementation of these efforts across district provide opportunities for continued growth.</li> <li>• Administrator meetings are well run, purposeful, relevant, and engage participants in meaningful conversation around practice. Members adhere to mutually decided upon norms and mechanisms (i.e., surveys, observers) exist to frequently assess and modify meetings to increase effectiveness.</li> <li>• When observing principal practice and artifacts, the Superintendent asks probing questions to evaluate the degree the principal's observations are aligned with district standards and if he/she uses conversations to strengthen connections to district goals. Superintendent can model such practices and how they may be modified for teachers of varying instructional effectiveness.</li> <li>• Leads all administrators and teams to reflect on effectiveness of interactions with faculty and students. Collaborative engages in discussions regarding data use, research and best practice as it pertains to enhancing these activities and outcomes.</li> <li>• Leads district level staff to reflect on the effectiveness of their interactions with school based personnel, community and families. Ensures that district staff uses data, research and best practice as they engage with schools. Collects and includes school based personnel's reviews of district support as part of overarching performance review.</li> </ul>

## 7. Aligns Systems: Purposely Aligns Systems and Structures that Support the District Improvement Plan

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>7.1 Develops and oversees a comprehensive approach to human capital that aligns to district, vision, strategy and goals.</b></p> <p><b>7.2 Establishes and implements a strategic approach to resource allocation and budget management.</b></p> <p><b>7.3 Ensures effective management of the district's core functions.</b></p>	<ul style="list-style-type: none"> <li>• The district did not utilize HR, performance, or demographic data to make decisions about recruitment/hiring targets.</li> <li>• The district has an incomplete or underdeveloped recruitment plan and/or a lack of coherency /cohesiveness between intra-district departments on hiring practices/policies.</li> <li>• The district PD plan is top-down and/or lacks utilization of formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>• There are few if any means to assess the quality of professional development either at the individual level (e.g., monitoring across the school and district) or the schools (e.g., monitoring of staff along performance standards).</li> <li>• Budget and human resource allocations are often tangential to the district vision and theory of action and/or district goals or reveal multiple redundancies.</li> <li>• The district does not have standard operating plans, procedures, and routines for students and there are frequent reports of school level disorder, absenteeism and poor conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• The district used HR, performance, or demographic data to make decisions about recruitment/hiring targets.</li> <li>• The district has a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies.</li> <li>• The district PD plan engages some staff input and uses student data and formal observation/evaluation data of some staff to determine individualized and school-level professional development needs.</li> <li>• Evaluations on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</li> <li>• Budget and human resources allocation is mostly aligned with the district vision and theory of action and/or district goals though some unnecessary redundancies in programs and personnel remain.</li> <li>• Some schools are operating district plans, procedures, and routines for students but implementation is uneven and many schools remain somewhat disorderly.</li> </ul>	<ul style="list-style-type: none"> <li>• The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets.</li> <li>• The district is effectively implementing a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies.</li> <li>• The district PD plan includes staff voice and student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>• Evaluations generated with input from the schools on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place.</li> <li>• Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action and/or district goals.</li> <li>• Schools are operating district plans, procedures, and routines for students such that attendance is high and disciplinary action low.</li> </ul>	<ul style="list-style-type: none"> <li>• The district used HR, performance, and demographic data to make decisions about recruitment/hiring targets and communicated these decisions clearly and consistently to the larger community.</li> <li>• The district is effectively implementing a recruitment plan that includes checks to ensure coherency /cohesiveness between intra-district departments on hiring practices/policies and includes strong two-way communication between schools and district regarding hiring decisions.</li> <li>• The district PD plan was jointly decided with staff and uses student data and formal and informal observation/evaluation data of all staff to determine individualized and school-level professional development needs.</li> <li>• Evaluations generated jointly by the schools and district on quality of professional development at both the individual level (e.g., monitoring across the school and district) and the schools (e.g., monitoring of staff along performance standards) are in place and the results are frequently communicated to staff and the community.</li> <li>• Budget and human resources allocation reflects a tight focus on a few high leverage interventions aligned with the district's vision and theory of action and/or district goals and includes explicit plans for sustainability.</li> <li>• The district empowers administrators, students and staff to implement plans, procedures, and routines for students and attendance is high and disciplinary action low.</li> </ul>

## 8. Personal Leadership: Personal Leadership Competencies Associated with Effective District Leadership

Key Competencies:	Fails to Meet Standard	Emergent	Accomplished	Exemplary
<p><b>8.1 Belief. Demonstrates belief that every student can achieve at high levels and demonstrates an urgency to improve student achievement.</b></p> <p><b>8.2 Manages Change and Resistance. Manages resistance to change and engages in difficult conversations to maintain consistent focus on high levels of achievement.</b></p> <p><b>8.3 Relationship Building. Builds trusting, respectful relationships to improve student learning.</b></p> <p><b>8.4 Equitable Practice. Explores how identity and life experiences have shaped assumptions and unconscious biases. Works to increase self-awareness to have a positive impact.</b></p> <p><b>8.5 Resiliency and Perseverance. Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.</b></p> <p><b>8.6 Advanced Communication Skills. Uses consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.</b></p>	<ul style="list-style-type: none"> <li>• The superintendent responds aggressively to dissent and is unable to find means of compromise.</li> <li>• The superintendent does not attempt to build consensus or does so in a perfunctory manner.</li> <li>• The superintendent demonstrates poor judgment, a lack of integrity and fairness and/or protects confidentiality appropriately. Incentive structures for personnel have not been examined and often run counter to these values.</li> <li>• The Superintendent does little to engage in a process of ongoing reflection or to solicit feedback for the purposes of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent frequently responds respectfully to dissent though is sometimes confrontational in approach.</li> <li>• The superintendent employs a few different strategies to build consensus within the school district community but factions exist and have few opportunities to air their issues or find sources of commonality.</li> <li>• The superintendent often demonstrates sound judgment integrity and fairness, and protects confidentiality appropriately. District incentives for promotion and success are largely aligned with these goals though some within the district feel that those in position of authority do not exhibit such behavior.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback and engaging in professional development opportunities aligned with identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Superintendent employs a non-confrontational approach for responding respectfully and appropriate to disagreement and dissent. Models this practice for the administrator team.</li> <li>• The superintendent employs a variety of strategies to build consensus within the school district community utilizing dialogue and open forums to do so.</li> <li>• The superintendent consistently demonstrates integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success reflect these values.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goals with measureable outcomes and engaging in professional development opportunities aligned with identified needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The superintendent models a variety of strategies for responding respectfully and effectively to disagreement and dissent. Provides professional development for the administrator team to build these strategies.</li> <li>• The superintendent employs a variety of strategies to empower others within the school district community to help to support the district goals and build opportunities for dialogue and multiple perspectives to be heard and engaged with.</li> <li>• The superintendent consistently demonstrates and rewards integrity and fairness, protects confidentiality appropriately and holds district personnel accountable to similar standards. District incentives for promotion and success encourage these values.</li> <li>• The Superintendent reflects on and improves practice through an ongoing process of soliciting feedback, setting performance goal with measureable outcomes and engaging in professional development opportunities aligned with identified needs.. She/he also makes this process transparent and communicates openly about weaknesses and improvement attempt to model a growth mindset.</li> </ul>