# Superintendent and District Leader Formative Rubric 3.0 for LEA.ISD.ESA

The Superintendent and District Leader Summative Rubrics 3.0 provide administrators and their evaluators with a condensed version of each evaluation characteristic (see School ADvance Administrator Evaluation User Manual and the Superintendent and District Leader Framework and Formative Rubric 3.0). This Summative Rubric is organized around the four practice domains (Domains 2-5) and nine practice Factors for assessing the performance of superintendents, first line assistants, directors, supervisors and other district administrators.  The Superintendent and District Leader Framework provides statements that capture the major elements of each domain, through specific performance factors and characteristics. The Domains, Factors, and Characteristics in the Summative Rubric match those in the Framework and Formative Rubric. The Summative Rubric should be used as the basis for the summative performance assessment. The Formative Rubric should be used for formative assessment activities (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance ratings on the Summative Rubric, informing personal growth plans, or plans of assistance/improvement.

Each characteristic in the Summative Rubric collapses several behavioral indicators listed within the Formative Rubric for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

**NOTE: Domain 1 is only provided in the Summative Rubric.  There is no Formative Rubric needed or provided for Domain 1– Results, as Domain 1 is only factored into the performance review at the summative level.**

**Color Key for Rubrics:**

| Domain |
|---|
| **Factor** |
| **Characteristic** |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 2: Leadership | | | |
|---|---|---|---|
| **Factor A: Vision for Learning and Achievement** | | | |
| **Characteristic 1: Mission and Vision** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2A1** | Articulates and maintains consistent focus on and attention to the purpose or mission of the district | *And* assists the board, leadership team, and staff as appropriate, in maintaining focus and consistent attention to the purpose or mission of the district | *And* cultivates leadership to help district personnel and stakeholders maintain focus and consistent attention to the purpose or mission of the district |
| | Speaks to the district's central purpose or mission to both the internal and external school community | *And* regularly engages the board, leadership team, and staff as appropriate, in examining how the district is doing in achieving its purpose or mission | *And* engages students, parents, and the community in examining how the district is doing in achieving its purpose or mission |
| | Has established and shares a personal vision for students and the district informed by research and evidence based models or examples | *And* inspires the board, leadership team, staff, parents, and students as appropriate, to formulate their own personal vision for learning, service to students, the district, and its schools | *And* develops shared leadership to help the board, leadership team, staff, parents, and students as appropriate, establish a personal vision informed by research and evidence based models or examples |
| | Works with the board to solicit and include leadership team, staff, parent, student, and community as appropriate, input in creating a shared vision for the district | *And* develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the district | *And* develops shared leadership to set goals, shape dialogue make decisions, focus effort, and allocate resources based on a shared vision for the district |
| | Ensures that the school vision is clear in setting learning expectations for all students | *And* is persistent in helping the district achieve its vision of learning for all students | *And* develops shared responsibility for monitoring progress in achieving the vision of learning for all students |
| | Maintains a current perspective to inform the district's vision | *And* engages leadership team, staff, parents, and students as appropriate, with current information to inform the district's vision | *And* works with leadership team, staff, parents, and students to develop innovative ideas to inform the district's vision |

| Domain 2: Leadership | | | |
|---|---|---|---|
| Factor A: Vision for Learning and Achievement | | | |
| Characteristic 2: Goals and Expectations | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **2A2** | Articulates and recommend clear goals for growth, adaptation, and improvement based on the district mission and vision | *And* works with the board, leadership team, and staff as appropriate, to agree upon clear district and building level goals for growth, adaptation, and improvement based on the district mission and vision | *And* works with students, parents, and community to understand and support district goals for growth, adaptation, and improvement based on the district mission and vision |
| | Keeps the focus on the evidence of student learning for the board, leadership team, staff, parents, and staff as appropriate | *And* ensures that the school uses valid measures of student learning based on established performance standards and district goals | *And* ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and district goals |
| | Holds high expectations for student achievement, well-being, and post secondary success | *And* works with the board, leadership team and staff as appropriate, to establish high expectations for student achievement, well-being, and post-secondary success | *And* works with students, parents, and community to establish high expectations for student achievement, well-being, and post-secondary success |
| | Sets and pursues high expectations for his or her own performance in serving the district and its students | *And* works with the board and the leadership team as appropriate, to establish high expectations for their performance in service the district and its students | *And* assists the leadership team in establishing high expectations for staff performance in service to the district and its students |
| | Communicates hope and optimism for the potential of each student to achieve learning success | *And* works with the board and the leadership team as appropriate to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success | *And* inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 2: Leadership | | |
|---|---|---|---|
| Factor B: Culture | | |
| Characteristic 1: Values, Beliefs, Principles, and Diversity | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2B1** | Speaks clearly and consistently about the values and beliefs that guide his/her leadership and service to students | *And* works with the board, leadership team, and staff as appropriate, to examine their values and beliefs and how they influence their service to the district and its students | *And* engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the district serves students |
| | Demonstrates the value of inclusiveness in the ways he/she engages with the district community | *And* works with the board, leadership team, and staff as appropriate, to demonstrate inclusiveness with the district community. | *And* maintains a district ethic of inclusiveness in working with both the internal and external district community |
| | Communicates the value of a high quality, free, and equitable education for all students | *And* works with the board, leadership team, and staff as appropriate, to pursue both high quality and equity in serving the learning needs of all students | *And* works with both the internal and external district community to support both high quality and equity and serving the learning needs of all students |
| | Establishes and operates from a set of guiding principles for conduct and service as a district leader | Works with the board, leadership team, and staff as appropriate, to establish and operate from a set of shared guiding principles of conduct and service to students | *And* develops shared leadership for maintaining, communicating, and operating from a set of shared guiding principles of conduct and service to students |
| | Honors and celebrates diversity and the worth of every individual | *And* assists the board, leadership team, and staff as appropriate, in honoring and celebrating diversity and the worth of every individual | *And* inspires others in the district community to behave in ways that honor and celebrate diversity and the worth of every individual |
| | Demonstrates civility, respect, and dignity in personal and professional interactions | *And* sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity | *And* monitors the district culture and environment to ensure that each person is treated with civility, respect, and dignity |

# Superintendent and District Leader Formative Rubric 3.0

| | Domain 2: Leadership | | |
|---|---|---|---|
| | Factor B: Culture | | |
| | Characteristic 2: Language, Traditions, Celebrations, and Stories | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2B2** | Is clear and consistent in communicating with internal and external stakeholders about the work of the district | *And* works with the board, leadership team, and staff as appropriate, to develop a consistent shared language about the work of the district | *And* works with the board, leadership team, and staff as appropriate, to establish clarity and consistency in the ways the district communicates with parents, students, and the community |
| | Uses a blend of language, symbols, graphics, and other communication tools to communicate about the work of the district | *And* works with the board, leadership team, and staff as appropriate, to develop and use shared language, symbols, graphics, and other communication tools to communicate about the work of the district | *And* regularly solicits feedback from both the internal and external school community on the effectiveness of district communications |
| | Understands and honors district and community history and traditions | *And* works with the board, leadership team, staff, students, parents, and community as appropriate, to celebrate district and community history and traditions | *And* creates opportunities to capture and communicate stories that celebrate the district and community history and traditions |
| | Seeks opportunities to establish new traditions that assist the district in achieving its mission and vision | *And* works with the board, leadership team, staff, students, parents, and community as appropriate, to establish new traditions and celebrations that assist the district in achieving its mission and vision | *And* creates opportunities to capture and communicate stories that illustrate and celebrate the district's accomplishments, growth, evolution, and future aspirations in the service of students |

| | Domain 2: Leadership | | |
|---|---|---|---|
| | Factor C: Leadership Behavior | | |
| | Characteristic 1: Informed and Current | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C1** | Ensures that district goals are based on evidence of need from district, school and student data | *And* works with the board, leadership team, and staff as appropriate, to examine and interpret multiple sources of evidence from district, school and student data in setting district and school goals | *And* works with the board, leadership team, and staff as appropriate, to examine and interpret multiple sources of evidence from district, school and student data for determining priorities among district and school goals |
| | Ensures that the school adopts research supported practices and strategies to support district and school goals | *And* works with the board, leadership team, and staff as appropriate, to evaluate research supported practices and strategies based on district and school and student data | *And* works with the board, leadership team, and staff as appropriate, to set priorities among research supported practices and strategies before adopting and committing district resources to implementation; |
| | Uses reliable sources to stay informed on evidence based practices and strategies | *And* sets expectations for district personnel to use and share reliable sources of evidence based practice and strategy | *And* contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy |

| | Domain 2: Leadership | | |
|---|---|---|---|
| | Factor C: Leadership Behavior | | |
| | Characteristic 2: Strategic and Systemic | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C2** | Works with the Board and leadership team as appropriate, to establish both short and long term leadership priorities for his/her work based on district and school goals | *And* works with the Board, leadership team, and staff as appropriate, to establish both short and long term priorities for their work based on district and school goals | *And* cultivates shared leadership to focus on achieving a set of short and long term priorities based on district and school goals |
| | Works with the Board and leadership team as appropriate, to ensure that the priorities and strategies that drive the work of the district and its schools are compatible with one another | *And* works with the Board, leadership team, and staff as appropriate, to ensure that the priorities and strategies that drive the work of the district and its schools are sustainable, both individually and collectively | *And* increases compatibility and sustainability of district and school priorities and strategies by linking them together into a systemic plan to meet district and school goals |
| | Maintains focus on district and school goals and priorities | *And* is persistent in achieving district and school goals and priorities while resolving issues and problems as they arise | *And* guides the board, leadership team, staff, students, and parents as appropriate, to remain persist in achieving district and school goals and priorities |

| | Domain 2: Leadership | | |
|---|---|---|---|
| | **Factor C: Leadership Behavior** | | |
| | **Characteristic 3:  Fair, Legal, Honest, and Ethical** | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C3** | Stays informed on and adheres to relevant school laws, policies, and procedures | *And* guides the Board, leadership team, and staff as appropriate, to remain informed and follow relevant school laws, policies, and procedures | *And* contributes to or guides district development of school policies and procedures that are consistent, fair, legal, ethical and in the best interests of students |
| | Establishes a personal track record of truthfulness and honesty | *And* holds the leadership team, staff and students to high standards of truthfulness and honesty | *And* works with the board, leadership team, staff, students, and parents as appropriate, to maintain a district culture where truthfulness, honesty, and integrity are valued, honored, and recognized |
| | Treats all persons fairly | *And* sets district-wide expectations for the fair treatment of all persons | *And* works with the board and leadership team as appropriate, to recognize and reward fairness and fair play among the leadership team, staff, students and parents |
| | Establishes a personal track record of ethical decision making | *And* maintains transparency in personal and district decision making processes | *And* works with the board as appropriate, to establish a district culture in which board members, administrators, staff and students engage regularly around issues of ethics, integrity, and fairness<br><br>*And* contributes to the establishment of a school and district track record of fair and ethical decision making |

# Superintendent and District Leader Formative Rubric 3.0

| | Domain 2: Leadership | | |
|---|---|---|---|
| | Factor C: Leadership Behavior | | |
| | Characteristic 4: Adaptive and Resilient | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **2C4** | Establishes effective personal work habits | *And* uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals | *And* seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals<br><br>*And* establishes a school culture that assists the board, leadership team, staff and students as appropriate, with personal renewal, including processes of reflection and introspection |
| | Is reliable and consistent about personal attendance and fulfillment of responsibilities | *And* works with the board, leadership team, and staff as appropriate, to establish expectations for participation, attendance and/or fulfillment of responsibilities for students, district personnel, and others | *And* works with the board, leadership team, and staff as appropriate, to provide assistance and recognition for participation, attendance, and/or fulfillment of responsibilities |
| | Attends to the renewal of personal inspiration and commitment to the work of educating and serving students | *And* openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students | *And* provides opportunities for the board members, leadership team, staff, students, and parents as appropriate, to share their sources of personal inspiration and commitment to educating and serving students |
| | Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities | *And* utilizes computer and mobile communications devices, programs, and systems to expand and enhance communication, information access, and work processes | *And* keeps abreast of emerging technologies and their potential to impact the school environment and/or personal leadership effectiveness |

| Domain 3: Systems | | | |
|---|---|---|---|
| **Factor A: Reliable and Coherent, High Impact Instructional Program** | | | |
| **Characteristic 1: Guaranteed and Viable Curriculum** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A1** | Has knowledge of and understands the school/district core curriculum standards | *And* works with the leadership team and staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs | *And* works with the leadership team and staff to unpack and interpret state and district curriculum standards at the building and/or district level |
| | Works with the leadership team to ensure that all staff use district curriculum documents in planning, delivering, and assessing instruction | *And* works with the leadership team to monitor the teaching of the district curriculum through classroom visits, engagements with teachers, and examination of student work | *And* works with the leadership team and staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards |
| | Works with the leadership team and staff to identify priority or essential curriculum (power) standards | *And* works with the leadership team and staff to identify cross-curricular learning and performance standards, e.g. thinking skills, research skills, etc. | *And* works with the leadership team and staff to ensure that the academic curriculum and extra-curricular programs are appropriate for the population the district serves |
| | | *And* works with the leadership team and staff to provide information on the core curriculum standards to students, parents, and the community | *And* ensures that the schools provide students and parents assistance in understanding and working with the core curriculum standards |

| | | Domain 3: Systems | |
|---|---|---|---|
| | | Factor A: Reliable and Coherent, High Impact Instructional Program | |
| | | Characteristic 2: Evidence based and Differentiated Instruction | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A2** | Has a working knowledge about evidence based effective instruction | *And* works with the leadership team and staff to identify and prioritize evidenced based instructional strategies and practices that improve student learning for the population the district serves | *And* works with the leadership team and staff to monitor implementation and evaluate the effectiveness of instructional strategies based on evidence of student learning |
| | Visits buildings and classrooms to monitor and encourage quality instructional practices | *And* works with the leadership team to establish expectations and a system for conducting classroom visits and observations | *And* works with the leadership team to improve their collective ability to know and recognize effective and differentiated instructional practices |
| | Works with building principals to create opportunities for teachers to observe each other's classrooms | *And* works with building principals to assist teachers in using observation feedback from administrators and other teachers in planning for instructional improvement | *And* assists building leaders in establishing regular times and places for teachers to collaboratively plan and review instruction based on observations and evidence of student learning |
| | Engages the leadership team in discussing ways to differentiate instruction based on student needs | *And* works with the leadership team and staff to identify student needs for differentiated learning and respond with differentiated instructional strategies to meet those needs | *And* works with the leadership team and staff to evaluate how the differentiated instruction strategies in use are impacting student learning |
| | Has a working knowledge of tiered intervention systems for student success (RTI) | *And* works with the leadership team and staff to develop a system of interventions for students who do not make adequate progress in achieving curriculum performance standards | *And* works with the leadership team and staff to evaluate and improve the district's system of interventions based on evidence of student learning |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 3: Systems Alignment | | | |
|---|---|---|---|
| Factor A: Reliable and Coherent, High Impact Instructional Program | | | |
| Characteristic 3: Standards Based Assessment and Feedback | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A3** | Has a working knowledge of different kinds of assessments, their purposes, the types of information they yield to inform teaching and learning, and the appropriate uses of the data from those assessments | *And* works with the leadership team and staff to increase their knowledge and improve their ability to employ effective assessment practices | *And* works with the leadership team and staff to develop a comprehensive assessment system |
| | Works with the leadership team to monitor the use of district assessments | *And* works with the leadership team and staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction and school improvement | *And* works with the leadership team and staff to develop team processes for analyzing and interpreting assessment results and planning instruction based on those results |
| | Has a working knowledge of analysis and interpretation of assessment data | *And* works with the leadership team and staff to improve analysis and interpretation of assessment data to achieve better student results | *And* develops administrative and staff leaders in assessment, analysis, and interpretation practices |
| | Works with the leadership team and staff to ensure and timely communication of assessment results to students and parents | *And* works with the leadership team and staff to develop a reliable system for providing timely feedback to students and parents based on assessment results | *And* works with the leadership team staff develop a reliable system for students to use assessment results to track their own learning progress and set their own learning goals |
| | Understands and follows ethical, legal and technical guidelines for assessment practices and the handling of student assessment data | *And* ensures the leadership team and staff understand and follow ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data | *And* assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data |

| Domain 3: Systems Alignment | | | |
|---|---|---|---|
| Factor 3: Reliable and Coherent, High Impact Instructional Program | | | |
| Characteristic 4: Technology to Expand Learning Opportunity | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3A4** | Ensures that the district has an up to date improvement and/or strategic plan that includes both the use of technology for teaching and learning and the use of technology for school and district operations | *And* ensures that the district improvement and/or strategic plan includes goals and strategies for expanding, extending, and enhancing student learning | *And* ensures that the technology goals and strategies for expanding, extending, and enhancing student learning draw from both research supported practices and evidence based models |
| | Encourages and solicits innovative ideas for using technology for better student results (achievement, behavior, attendance, engagement, etc.) | *And* connects the leadership team and staff to sources where they can learn about best practices with instructional technology and emerging innovations | *And* establishes a process for field testing and evaluating innovative ideas for using technology to improve student results |
| | Provides direction, training, and support to staff and the leadership team and for using district technology resources | *And,* provides the leadership for expanding the integration of technology in the district's processes, daily routines, communications, and instruction | *And* ensures that the district improvement and/or strategic plan is technology rich with goals and strategies that align with and complement other strategic and/or improvement goals |
| | Encourages the use of technology to expand learning opportunity beyond the normal school day | *And* works with the leadership team and staff to use instructional technology to expand learning access (any time; anywhere; any way) and learning opportunity (any legitimate and student appropriate learning purpose) | *And* advocates at the district, community, and state levels for policies, programs, and resources that support the use of technology to better serve students and increase/expand student learning |

| Domain 3 – Systems | | | |
|---|---|---|---|
| Factor B: Safe, Effective, Efficient Programs and Services | | | |
| Characteristic 1: Laws, Policies, and Regulations | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **3B1** | Maintains current knowledge of and consistently follows state and federal law that affect school operations and students | *And* works with the board and the leadership team as appropriate, to maintain a district policy system that aligns with state and federal laws | *And* works with the board and the leadership team as appropriate, to align district policies, regulations, and procedures with the district mission, vision, goals, improvement strategies, and programs |
| | Establishes systems for district personnel to maintain and follow district, state, and federal laws, policies, and regulations | *And* establishes district routines and processes to carry out laws, policies, and regulations | *And* establishes district systems to monitor, evaluate, and improve school routines and processes to carry out laws, policies, and regulations |
| | Monitors and tracks school safety and student well-being factors | *And* works with the leadership team and staff to make data informed decisions regarding improvement to school safety and student well-being | *And* works with the leadership team and staff to research, evaluate, and implement evidence based strategies to improve school safety and student well-being |
| | Is familiar with and follows the provisions of employee contracts and other contractual agreements that pertain to the operations of the district | *And* works with the board and the leadership team as appropriate, to understand and follow provisions of employee contracts and other contractual agreements that pertain to them | *And* works with the board and district and employee group leaders to establish processes for negotiations and contract maintenance |
| | Forms relationships with employee group leaders | *And* works with the leadership team to establish systems and processes of engagement with employee group leaders | *And* works with the leadership team and employee group leaders to anticipate and address potential employee issues |

| Domain 3 – Systems | | | |
|---|---|---|---|
| Factor B: Safe, Effective, Efficient Programs and Services | | | |
| Characteristic 2:  Processes and Procedures | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **3B2** | Ensures that the leadership team and staff know and follow all rules, regulations, and program/fiscal requirements of state and federal funded programs utilized by the district | *And* works with the leadership team and staff to align state and federal funded programs and services with district funded programs and services to meet the needs of students | *And* works with the leadership team and staff to evaluate and revise state and federal funded programs as needed to achieve the district's mission, vision, goals, and strategies |
| | Works with the leadership team, staff and students to understand and follow established school and processes and procedures that support district programs and services | *And* solicits feedback from the leadership team, staff, students, and parents on the effectiveness of processes and procedures that support district programs and services | *And* works with the leadership team and staff to evaluate and revise processes and procedures that support district programs and services and maintain alignment with district strategic and improvement plans |
| | Holds the leadership team accountable for maintaining effective building and department level processes and procedures | *And* works with the leadership team to align building and department level processes and procedures with district processes and procedures | *And* encourages the leadership team to engage staff, students, and parents in designing and developing improved school-based processes and procedures to support school-based programs and services |
| | Monitors the alignment and reliability of district programs and services for students | *And* works with the leadership team and staff to improve alignment of district programs and services for students | *And* works with the leadership team and staff manage student transitions into, through, and out of district programs and services |
| | Works with the leadership team and staff to ensure that district programs and services are delivered with integrity | *And* works with the leadership team to establish criteria and measures for implementation integrity for district programs and services | *And* works with the leadership team and staff to monitor implementation integrity and use data to evaluate and improve district programs and services |

| | Domain 3 – Systems | | |
|---|---|---|---|
| | **Factor B: Safe, Effective, Efficient Programs and Services** | | |
| | **Characteristic 3: Resource Allocation and Management** | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B3** | Understands and works with the board and district personnel as appropriate, to follow established systems, processes, and procedures for fiscal and material resource management in accordance with state and federal law | *And* works with the board and leadership team as appropriate, to develop or refine systems, processes, and procedures for fiscal and material resource management as needed to adhere to state and federal laws and best practices | *And* works with the board, leadership team, and staff as appropriate, to maximize the impact of district fiscal and material resources in achieving the district mission, vision, and goals |
| | Monitors the school's fiscal management and financial status | *And* communicates with the board, leadership team, and staff as appropriate, regarding the school's fiscal management and financial status | *And* maintains transparency with all stakeholders regarding the school's fiscal management and financial status;<br><br>*And* works with the board, leadership team, staff, parents, and community as appropriate, to seek out and secure additional sources of fiscal, human, and material support as needed to achieve district goals |
| | Maintains multiple year fiscal histories and projections | *And* works with the board and leadership team as appropriate, to analyze the district's fiscal history and projections | *And* works with the board and leadership team as appropriate, to set and achieve fiscal goals that align with the district mission, vision, and goals |
| | Understands and follows district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement | *And* works with the board and leadership team as appropriate, to use district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement | *And* works with the board, leadership team, and staff as appropriate, to evaluate and refine district systems for short and long range fiscal and material resource acquisition, replacement, utilization, and retirement as needed |

| Domain 3: Systems | | | |
|---|---|---|---|
| **Factor B: Safe, Effective, Efficient Programs and Services** | | | |
| **Characteristic 4: Personnel Policies and Practices** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **3B4** | *And* works with the board, leadership team, and staff as appropriate, to know and follow district personnel policies and practices | Works with the board and leadership team as appropriate, to ensure that district personnel policies and practices are consistent with state and federal laws | *And* works with the board, leadership team, and staff as appropriate, to evaluate and improve district personnel policies practices as needed to align with the district mission and vision and achieve district goals |
| | Works with the board and leadership team as appropriate, to follow district hiring, promotion, discipline, and dismissal policies and practices | *And* provides training and assistance as needed to district administrators on district hiring, promotion, discipline and dismissal policies and practices | *And* works with the board and the leadership team as appropriate, to evaluate and improve district hiring, promotion, discipline and dismissal policies and practices as needed to achieve district goals |
| | Works with the leadership team as appropriate, to ensure that staff roles and responsibilities are communicated and understood | *And* works with the leadership team to hire and/or assign people to positions based on capacity to meet the expectations of those positions | *And* works with the board and leadership team as appropriate, to differentiate roles and responsibilities as needed to meet the goals of the school and make optimal use of personnel knowledge, talents, and expertise |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 3: Systems | | | |
|---|---|---|---|
| Factor B: Safe, Effective, Efficient Programs and Services | | | |
| Characteristic 5: Non-instructional Technology | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **3B5** | Ensures that the district improvement and/or strategic plans include goals and strategies for supporting school and district non-instructional functions | *And* establish a process to evaluate the effectiveness of non-instructional technology systems and applications | *And* establishes a process for maintaining and expanding the district's non-instructional technology resources as needed to achieve effective and reliable operations |
| | Encourages and solicits innovative ideas for using technology to improve non-instructional school and district functions | *And* connects the leadership team and staff to sources models, systems, and practices for using technology to manage district non-instructional | *And* establishes a process for field testing and evaluating innovative ideas for using technology to improve school and district non-instructional functions |
| | Works with the leadership team and staff to maintain up-to-date web-sites, web-based resources, and telecommunications resources | *And* works with the leadership team and staff to utilize the district and school web sites, web-based resources, and telecommunication resources to support the district mission, vision, and goals | *And* works with the leadership team and staff to evaluate and improve utilization of district/school web sites, web-based resources and telecommunications resources to support the district mission, vision, and goals |

| | Domain 4: Processes | | |
|---|---|---|---|
| | **Factor A: Community Building** | | |
| | **Characteristic 1: Board Relations** | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A1** | Develops relationships, rapport, and respectful interactions with the board | *And* assists board members in developing or enhancing relationships, rapport, and respectful interactions between themselves | *And* works with the board in developing or enhancing relationships, rapport, and respectful interactions with both the internal and external school community |
| | Works with the board and school community to develop and implement the district mission, vision, and strategic plan | *And* assists the board in establishing, monitoring, and achieving district strategic goals | *And* works with the board to communicate with both the internal and external school community regarding district strategic goals and progress in achieving those goals |
| | Works with the board to follow board established routines and processes for conducting board business (meetings, agendas, work sessions, etc.) | *And* assists the board in maintaining and using board routines and processes effectively to achieve district goals | *And* works with the board to evaluate and refine board routines and processes as needed to conduct board business in an effective, efficient, and ethical manner |
| | Works with the board to follow established processes for working and engaging with internal and external stakeholders (leadership team, staff, parents, students, and the community) | *And* assists the board in maintaining and using established processes for working with and engaging with internal and external stakeholders to achieve district goals | *And* works with the board to evaluate and refine processes for working with internal and external stakeholders to achieve district goals |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 4: Processes | | | |
|---|---|---|---|
| **Factor A: Community Building** | | | |
| **Characteristic 2: Leadership Team Relations** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A2** | Develops relationships, rapport, and respectful interactions with members of the leadership team | *And* assists leadership team members in developing relationships, rapport, and respectful interactions between themselves | *And* works with the leadership team to develop relationships, rapport, and respectful interactions with both the internal and external school community |
| | Works with the leadership team to set priorities for their work based on the district mission, vision, and strategic plan and district/school improvement plans | *And* assists the leadership team in monitoring progress in achieving district and school goals and reporting on that progress to the board or supervisor | *And* works with the leadership team to communicate with both the internal and external school community regarding district and school goals and progress in achieving those goals |
| | Works with the leadership team to establish and follow routines and processes for conducting leadership team business (meetings, agendas, work sessions, etc.) | *And* assists the leadership team in maintaining and using team routines and processes effectively to address district priorities and achieve district and school goals | *And* works with the leadership team to evaluate and refine team routines and processes as needed to conduct district business in an effective, efficient, and ethical manner |
| | Works with the leadership team to establish processes for working and engaging with internal and external stakeholders (leadership team, staff, parents, students, community, and lawmakers) | *And* assists the leadership team in maintaining and using established processes for working with and engaging with internal and external stakeholders | *And* works with the leadership team to evaluate and refine processes for working with internal and external stakeholders to achieve district goals and maintain effective, efficient, and ethical district operations |

# Superintendent and District Leader Formative Rubric 3.0

| | | Domain 4: Processes | |
|---|---|---|---|
| | | **Factor A: Community Building** | |
| | | **Characteristic 3: Internal and External Stakeholder Relations** | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4A3** | Develops relationships, rapport, and respectful interactions with internal and external stakeholders | *And* maintains visibility by engaging both formally and informally with district and community functions, and scheduling time in schools | *And* establishes processes for collecting regular feedback from stakeholders on district programs and services and interactions with district personnel |
| | Reviews and uses assessment and feedback from stakeholders | *And* uses assessment and feedback data to engage the board, leadership team and staff in improvement focused dialogue | *And* works with the board, leadership team and staff as appropriate, to interpret and respond to needs/concerns of stakeholders to inform decisions |
| | Welcomes and invites parents and community members to participate in school and district work | *And* works with the board and the leadership team as appropriate, to enlist parents and community members to participate in school and district work | *And* ensures that a diverse representation of parents and community members actively participate in school and district work |
| | Responds to parent and community members' concerns with respect and empathy | *And* works with the board and the leadership team as appropriate, to engage parents and community members in dialogue about issues of common concern | *And* works with the board and the leadership team as appropriate, to mobilize parents and community members in addressing issues of common concern |
| | Avoids marginalizing, patronizing, or giving advantage to any one group or individual | *And* works with the board and leadership team as appropriate, to treat all segments of the community respectfully and equitably | *And* collaborates with diverse segments of the community in ways that contribute to the success of all students |
| | Maintains a district profile of student and community characteristics | *And* works with the leadership team and staff to interpret and respond to data on student and community characteristics in decision making | *And* works with the board and leadership team as appropriate, to interpret how data on student and community characteristics informs the work of strategic planning |
| | Maintains a working knowledge of community based programs and services for students and families | *And* works with the community to coordinate services for students and families | *And* works with community leaders to develop external partnerships to address needs of students and families |

| Domain 4: Processes | | | |
|---|---|---|---|
| Factor A: Community Building | | | |
| Characteristic 4: Communications and Media Relations | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **4A4** | Communicates regularly with both internal and external stakeholders | *And* uses multiple communications tools; e.g. newsletters, surveys, letters, email, reports, phone calls, web-sites, social media, etc. | And, creates frequent opportunities for two-way communication using multiple venues; e.g. face-to-face meetings, forums, web sites, social media, and other interactive or on-line engagements |
| | Provides information to parents and the community about district student achievement results | *And* works with the board, leadership team, and staff as appropriate, to assist parents and the community in understanding and interpreting student achievement results | *And* works with the board, leadership team, and staff as appropriate, to solicit parent and community feedback on student achievement results |
| | Encourages parents to be full partners in their child's education | *And* works with the leadership team and staff to provide parent information about assisting their children in developing learning goals | *And* works with the leadership team and staff to provide parent information about assisting their children in achieving academic and extra-curricular goals |
| | Spotlights school successes with the media | *And* creates partnerships with the media (television, radio, newspaper, etc.) to tell the school's story and cover important education issues | *And* develops a process for working with the media in a crisis or other highly charged situation |

| Domain 4: Processes | | | |
|---|---|---|---|
| Factor B: Evidence Based Improvement | | | |
| Characteristic 1: Collaborative Inquiry | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **4B1** | Raises questions about why and how student achievement results are what they are | *And* works with the board, leadership team, and staff as appropriate, as appropriate to identify and challenge assumptions about student achievement and raise questions about school and district results | *And* develops shared leadership to raise questions about student learning and challenge assumptions collaboratively raise questions about school and district results |
| | Creates district routines that engage the board, leadership team, and staff as appropriate, in examining student achievement results across the district | *And* works with the board, leadership team, and staff as appropriate, as appropriate in refining district and school routines to establish examination of student results | *And* develops shared leadership to refine district routines for collaborative inquiry and examination of student results to develop evidence based improvement goals and strategies |
| | Establishes leadership and staff teams to conduct collaborative inquiry | *And* works with the leadership team to provide training, facilitation, and support for teacher teams (e.g. PLCs, Data Teams, etc.) to conduct collaborative inquiry | *And* develops shared leadership to support the work of collaborative inquiry teams utilizing SMART Goals, Action Research, or other evidence based team processes |

| Domain 4: Processes | | | |
|---|---|---|---|
| Factor B: Evidence Based Improvement | | | |
| Characteristic 2: Systematic Use of Multiple Data Sources | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B2** | Understands and uses multiple forms of data:<br>• student demographics<br>• school process<br>• student achievement<br>• behavioral<br>• staff, student, and parent feedback | *And* works with district personnel to understand and use multiple forms of data:<br>• student demographics<br>• school process<br>• student achievement<br>• behavioral<br>• staff, student, and parent feedback | *And* develops shared leadership and district expertise in the use and analysis of multiple data types and forms |
| | Knows and applies processes to analyze data from multiple data types and sources | *And* works with the leadership team and staff as appropriate to use multiple data types and sources and establishes multi-year trends, aggregated and disaggregated performance status profiles, and growth profiles | *And* develops shared leadership and district expertise to deepen data analysis by triangulating information from multiple data types and sources and applying robust statistical analyses |
| | Uses the results of analysis from multiple forms of data to inform strategic planning goals and school improvement targets | Works with the board, the leadership team, and staff as appropriate, to use the results of analysis from multiple forms of data to inform strategic planning goals and school improvement targets | *And* develops shared leadership to use the results of analysis from multiple forms of data to inform strategic planning goals and/or school improvement targets |
| | Establishes processes for benchmarking implementation progress and results from strategic plans and improvement strategies | *And* works with the leadership team and staff to systematically collect benchmark data for tracking the implementation and effectiveness of school improvement strategies | *And* develops shared leadership to replace or revise school improvement strategies as indicated by benchmarking data to achieve strategic goals and school improvement targets |

# Superintendent and District Leader Formative Rubric 3.0

| | Domain 4: Processes | | |
|---|---|---|---|
| | **Factor B: School and District Improvement** | | |
| | **Characteristic 3: Data Systems** | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B3** | Has a working knowledge of the data collection, storage, security, retrieval, and analysis systems for the district | *And* works with the leadership team to develop a working knowledge of the district's data systems | *And* develops shared leadership to train and support staff and others as needed in the use of the school's data system |
| | Sets and communicates expectations for how the leadership team and staff are to use the district data systems | *And* establishes a process to monitor and support appropriate use of the district data systems | *And* works with the leadership team and staff to improve utilization of the district's data system to support district goals and improvement strategies |
| | Establishes and communicates expectations for tracking individual and classroom level student achievement | *And* works with the leadership team to help staff use the school's data system for classroom assessments and other classroom level generated data | *And* works with the leadership team to assist staff in using the school's data systems to create classroom and individual student learning profiles |
| | Collects feedback on the effectiveness of the district data systems | *And* works with district personnel and data system providers to evaluate and recommend improvements to the district data systems | *And* works with the board to respond to district needs for improving or replacing the district's data systems |

| Domain 4: Processes | | | |
| :--- | :--- | :--- | :--- |
| **Factor B: School and District Continuous Improvement** | | | |
| **Characteristic 4: Aligned Improvement, Monitoring, and Reporting** | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **4B4** | Works with the board, the leadership team, and staff as appropriate, to understand and use the school and district level continuous improvement processes | *And* works with the board, the leadership team, and staff as appropriate, to evaluate and select strategic planning and continuous improvement models | *And* works with the board, the leadership team, and staff as appropriate, to ensure district strategic planning and continuous improvement processes are aligned and complementary |
| | Works with the board, the leadership team, and staff as appropriate, to understand follow state and continuous improvement planning processes | *And* works with board, leadership team, and staff as appropriate, to develop and implement district and school continuous improvement planning processes with fidelity | *And* works with the board, leadership team, and staff as appropriate, to ensure that district and school continuous improvement plans are aligned and compatible |
| | Works with the leadership team to follow the district and school continuous improvement progress monitoring system | *And* works with the board, the leadership team, and staff as appropriate, to refine and or adapt the district and school continuous improvement progress monitoring system as needed | *And* works with the board as appropriate, to provide adequate and appropriate data analysis systems to support the district continuous improvement progress monitoring system |
| | Works with the leadership team to follow the district progress reporting process | *And* works with the board, the leadership team, and staff as appropriate, to produce progress reports for all designated audiences | *And* works with the board, the leadership team, and staff as appropriate, to disseminate district progress reports and engage designated audiences in feedback |

# Superintendent and District Leader Formative Rubric 3.0

| | Domain 5: Capacity Building | | |
|---|---|---|---|
| | Factor A:  Human Capacity Development | | |
| | Characteristic 1: Professional Learning | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A1** | Develops a personal growth plan based on district continuous improvement goals and evaluation feedback | *And* updates and revises the personal growth plan based on results data and performance evaluation feedback | *And* works with other leaders to identify and incorporate evidenced-based leadership practice into personal growth plans |
| | Maintains active engagement with professional organizations and other sources of professional learning | *And* works with the leadership team and staff to identify sources for research supported professional learning to meet staff learning needs | *And* establishes shared leadership to participate local, state, or national professional learning projects or initiatives |
| | Establishes expectations for district personnel to develop personal growth plans through the district staff evaluation process | *And* works with the leadership team to provide differentiated professional learning opportunities that support personal growth and continuous improvement plans | *And* establishes shared leadership for helping staff develop personal growth plans that meet their specific learning needs |
| | Actively participates in district and/or external professional learning activities | *And* ensures that district personnel engage with and use educational research and professional learning to inform their work | *And* develops shared leadership to establish a district professional learning system aligned with state and national standards and school/district learning needs |
| | Reads professionally and sets expectations for others to do so | *And* works with the leadership team and staff to cultivate a collaborative learning culture | *And* develops shared leadership to evaluate the effectiveness of district professional learning based on performance evaluations and results data |
| | Seeks opportunities for personal mentoring and coaching | *And* works with the leadership team and staff to design and implement an induction, mentoring, and coaching program for district personnel | *And* develops shared leadership to evaluate staff induction, mentoring, and coaching programs based on performance evaluations and results data |

| Domain 5: Capacity Building | | | |
|---|---|---|---|
| Factor A: Human Development | | | |
| Characteristic 2: Leadership Development | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A2** | Creates opportunities for staff to be involved in the decisions that affect the day-to-day operation of the schools and district | *And* creates opportunities staff to play leadership roles in district initiatives and activities | *And* empowers others to lead and/or facilitate meetings, lead committees, and assume other leadership roles |
| | Works with building administrators to cultivate and recognize teacher leadership within the building | *And* works with building administrators to develop a collaborative culture where staff shares responsibility and leadership for student and school success | *And* works with the board and the leadership team as appropriate, to provide training, resources, and support to district (administrative and staff) leaders |
| | Seeks out the best candidates for district, school and teacher leadership roles | *And* develops emerging leaders through training, mentoring, coaching, and support | *And* works with the board or supervisor, to monitor and develop leadership capacity within the district and school community |
| | Works with building administrators to develop parent and student leaders | *And* works with the leadership team and staff to create meaningful leadership roles for parent and student leaders | *And* work with the board or supervisor, to recognize and celebrate the contributions of administrators, staff, student, parent, and community leaders |

| | Domain 5: Capacity Building | | |
|---|---|---|---|
| | Factor A: Human Development | | |
| | Characteristic 3: Performance Evaluation | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5A3** | Ensures that the district follows state and local procedures for staff and administrator performance evaluation | *And* assists the leadership team and staff in understanding and participating appropriately in state and local procedures for staff and administrator performance evaluation | *And* establishes a system to monitor and evaluate district performance evaluation practices |
| | Ensures the district develops Individual Development Plans (IDPs) as needed to improve staff performance | *And* works with the leadership team to involve staff as partners in the creation of Individual Development Plans (IDPs) | *And* works with the leadership team to empower staff through the use of performance portfolios, peer observations, mentoring and coaching, and shared problem solving to improve staff performance |
| | Works with the leadership team to establish processes for classroom observations and feedback | *And* provides training and coaching for the leadership team to improve their observation and evaluation skills | *And* convenes discussions with the leadership team and staff about observed classroom practices and the impact of those practices on students |
| | Solicits feedback on his or her own performance | *And* works with the board to establish and use a system/process for superintendent evaluation and feedback that aligns with other district performance evaluation processes | *And* works with the board or supervisor to establish and use a system/process for board evaluation that aligns with other district performance evaluation processes |

| | Domain 5: Capacity Building | | |
|---|---|---|---|
| | Factor A: Human Development | | |
| | Characteristic 4: Productivity | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **5A4** | Offers innovative and adaptive ideas to achieve district goals | *And* creates opportunities for the leadership team and staff to offer innovative and adaptive ideas to achieve district and school goals | *And* empowers the leadership team and staff to field test and evaluate innovative and adaptive ideas for achieving district and school goals |
| | Recognizes innovative and adaptive ideas offered by the leadership team, staff, students, parents, and community members to achieve district goals | *And* creates opportunities for students, parents, and community members to offer innovative and adaptive ideas to achieve district and school goals | *And* develops shared leadership to work with students, parents, and community members in developing and testing innovative and adaptive ideas to achieve district goals |
| | Establishes a process for personnel roles and responsibilities to be communicated and understood | *And* hires and/or assigns people to staff positions based on qualifications and capacity to meet the expectations of those positions | *And* cultivates shared leadership to differentiate roles and responsibilities as needed to meet the goals of the district and make optimal use of staff knowledge, talents, and expertise |
| | Establishes regular and reliable district routines and procedures as needed to support productivity | *And* works with the leadership team and staff to communicate about district routines and procedures with internal and external stakeholders as appropriate | *And* develops shared leadership to evaluate, modify, and/or create new district routines and processes as needed to increase productivity |

# Superintendent and District Leader Formative Rubric 3.0

| Domain 5: Capacity Building | | | |
|---|---|---|---|
| Factor B: Contextual and Political | | | |
| Characteristic 1: Contextual and Political Awareness | | | |
| **Ineffective** | **Minimally Effective** | **Effective** | **Highly Effective** |
| **5B1** | Maintains current knowledge about the community through relevant information sources and engagement | *And* shares pertinent community information with the leadership team and staff | *And* shares pertinent community information with the board and other community leaders |
| | Maintains current knowledge about state and federal education policy through relevant information sources and engagement with state and federal policy leaders | *And* shares pertinent information about state and federal education policy with the leadership team and staff | *And* shares pertinent information about state and federal education policy with the board and other community leaders |
| | Maintains current knowledge about local, state, and federal laws and pending legislation | *And* shares pertinent information about local, state, and federal laws and pending legislation with the leadership team and staff | *And* shares pertinent information about local, state, and federal laws and pending legislation with the board and other community leaders |
| | Is acquainted with local, state and federal officials and legislators | *And* assists the board and community leaders as appropriate, in becoming acquainted with local, state, and federal officials and legislators | *And* participates in the state and federal legislative process through professional associations, other political action or policy entities, and direct communications with officials and legislators |

| Domain 5: Capacity Building | | | |
|---|---|---|---|
| Factor B: Contextual and Political | | | |
| Characteristic 2: Education and Advocacy | | | |
| Ineffective | Minimally Effective | Effective | Highly Effective |
| **5B2** | Assists the board or supervisor in examining education issues and considering possible positions | *And* assists the board as appropriate, in communicating and explaining positions on education issues to the internal and external school community | *And* assists the board or supervisor advocating their positions to community leaders, and state and federal legislators, and government officials |
| | Provides direct input to legislators on pending legislation | *And* assists the board as appropriate, in providing input to legislators on pending legislation | *And* assists parents, local community members, and community leaders in providing input to legislators on pending legislation |
| | Considers the best interests of students in developing positions on education policy and legislation | *And* works with the board, the leadership team and staff as appropriate, to consider the best interests of students in developing district positions on education policy and legislation | *And* educates parents, community members and local officials regarding critical concerns for students in developing positions on education policy and legislation |