**Group 2 District Certified Staff Self-Reflection**

|  |  |
| --- | --- |
| **Name** |  |
| **□ Assistant Superintendent □ Instructional Supervisor □ Chief Information Officer**  **□ Director of Student Services □ Director of Special Education** | |
| **Supervisor** |  |

**Reflection on the District Certified Staff Standards (Superintendent)**

*Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found in appendix G.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Self-Assessment** | | | | **Strengths and areas for growth** |
| **1. Strategic Leadership (MEASURE 4)**  *The district certified staff creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the* *preferred future and then developing a vision.* | I | D | A | E |  |
| **2. Instructional Leadership (MEASURE 3)**  *The district certified staff supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.* | I | D | A | E |  |
| **3. Cultural Leadership (MEASURE 2)**  *The district certified staff understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.* | I | D | A | E |  |
| **4. Human Resource Leadership (MEASURE 1)**  *The district certified staff ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.* | I | D | A | E |  |
| **5. Managerial Leadership (MEASURE 1)**  *The district certified staff ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.* | I | D | A | E |  |
| **6. Collaborative Leadership (MEASURE 2)**  *The district certified staff, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.* | I | D | A | E |  |
| **7. Influential Leadership (MEASURE 2)**  *The district certified staff promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.* | I | D | A | E |  |

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |

**On-Going Reflection**

*For the mid-year review and end-of year, make note of any changes in your self-reflection throughout the year.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** |  |  |  |  | **On-Going Reflection Notes** |
| **1. Strategic Leadership (MEASURE 4)**  *The district certified staff creates conditions that result in strategically reimaging the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the* *preferred future and then developing a vision.* | I | D | A | E |  |
| **2. Instructional Leadership (MEASURE 3)**  *The district certified staff supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.* | I | D | A | E |  |
| **3. Cultural Leadership (MEASURE 2)**  *The district certified staff understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.* | I | D | A | E |  |
| **4. Human Resource Leadership (MEASURE 1)**  *The district certified staff ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.* | I | D | A | E |  |
| **5. Managerial Leadership (MEASURE 1)**  *The district certified staff ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.* | I | D | A | E |  |
| **6. Collaborative Leadership (MEASURE 2)**  *The district certified staff, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.* | I | D | A | E |  |
| **7. Influential Leadership (MEASURE 2)**  *The district certified staff promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.* | I | D | A | E |  |

|  |  |
| --- | --- |
| **Evaluatee’s Signature:** | **Date:** |
| **Supervisor’s Signature:** | **Date:** |