**Group 2 District Certified Staff Standards Guide**

**SUPERINTENDENT PERFORMANCE STANDARDS MODIFIED FOR OTHER DISTRICT CERTIFIED STAFF ROLES:**

* + **Assistant Superintendent for Student Achievement**
  + **Instructional Supervisor**
  + **Chief Information Officer**
  + **Director of Student Services**
  + **Director of Special Education**

The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, district certified staff listed above are not expected to demonstrate each performance indicator.**

There are seven performance standards that guide performance. These seven standards are collapsed into the four evaluation measures of Planning, Environment, Instruction, and Professionalism as follows:

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| **MEASURES** | **STANDARDS** |
| MEASURE 1: *PLANNING* | STANDARD 4: *Human Resource Leadership*  STANDARD 5: *Managerial Leadership* |
| MEASURE 2: *ENVIRONMENT* | STANDARD 3: *Cultural Leadership*  STANDARD 6: *Collaborative Leadership*  STANDARD 7: *Influential Leadership* |
| MEASURE 3:  *INSTRUCTION* | STANDARD 2: *Instructional Leadership* |
| MEASURE 4: *PROFESSIONALISM* | STANDARD 1: *Strategic Leadership* |

Administrators will receive their summative rating based on these measures. The standards will also inform professional growth planning, site visits/observations, conversations for feedback and formative, on-going assessments of performance.

***Superintendent standards have been annotated for use with other District Certified Staff roles.***

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 1: Strategic Leadership (DOMAIN 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. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals (Vision-Monitor) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Creates processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation) |
| ✓ | ✓ | ✓ | ✓ | ✓ | D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation)) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Facilitates the implementation of federal, state, and local education policies  (Policies) |
| ✓ | ✓ | ✓ | ✓ | ✓ | G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 2: Instructional Leadership (DOMAIN 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. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets  (Learning/Teaching Focus: High Expectations) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Models and applies learning for staff and students  (Professional Learning) |
| ✓ | ✓ | ✓ |  | ✓ | C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations) |
| ✓ | ✓ |  | ✓ | ✓ | D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data.(Strategic Planning (Goals)) |
| ✓ | ✓ |  | ✓ | ✓ | E. Demonstrates awareness of all aspects of instructional programs  (Learning/High Expectations) |
| ✓ | ✓ | ✓ |  | ✓ | F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL**  **SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 3: Cultural Leadership (DOMAIN 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. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs) |
| ✓ | ✓ | ✓ | ✓ | ✓ | D. Builds trust and promotes a sense of well‐being between all stakeholders  (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Supports and engages in the positive cultural traditions of the community  (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | G. Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | H. Creates an environment that values and promotes diversity  (Diversity) |

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| **ASSISTANT SUPT FOR STUDENT ACHIEVEMENT** | **INSTRUCTIONAL SUPERVISOR** | **CHIEF INFORMATION OFFICER** | **DIRECTOR OF STUDENT SERVICES** | **DIRECTOR OF SPECIAL EDUCATION** | **Performance Standard 4: Human Resource Leadership (DOMAIN 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. |
| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction (Resourcing) |
| ✓ | ✓ |  |  | ✓ | B. Creates and monitors processes for educators to assume leadership and decision-making roles (Staffing) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions) |
| ✓ |  |  | ✓ | ✓ | D. Uses data to create and maintain a positive work environment  (Culture/Environment) |
| ✓ | ✓ | ✓ |  | ✓ | E. Provides for results‐oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning) |
| ✓ |  | ✓ | ✓ | ✓ | F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation) |

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| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Prepares and oversees a budget that aligns resources with district vision and needs  (Finance) |
|  | ✓ | ✓ | ✓ | ✓ | B. Identifies and plans for facility and technology needs  (Capital Planning) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Continually assesses programs and resource allocation  (Resourcing) |
| ✓ |  | ✓ |  | ✓ | D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Builds consensus and resolves conflicts effectively  (Conflict Resolution) |
| ✓ | ✓ | ✓ | ✓ | ✓ | F. Assures an effective system of districtwide communication  (Communication) |
|  |  | ✓ | ✓ | ✓ | G. Continually assesses the system in place that ensures the safety of students and staff  (Safety and security) |
|  |  | ✓ | ✓ |  | H. Works with local and state agencies to develop and implement emergency plans  (Safety and security) |

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| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement) |
| ✓ | ✓ |  |  | ✓ | D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement) |

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| **Sample Performance Indicators**  *Examples may include, but are not limited to:* |
| **The district certified staff:** |
| ✓ | ✓ | ✓ | ✓ | ✓ | A. Understands the political systems involving the district  (Political Context) |
| ✓ | ✓ | ✓ | ✓ | ✓ | B. Defines, understands, and communicates the impact on proposed legislation  (Legal/Ethical) |
| ✓ | ✓ | ✓ | ✓ | ✓ | C. Applies laws, policies and procedures fairly, wisely, and considerately  (Legal) |
|  |  |  | ✓ |  | D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal) |
| ✓ | ✓ | ✓ | ✓ | ✓ | E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement) |