

Mapleton Public Schools

Superintendent's Standards and Evaluation Rubric

Standard 1: VISIONARY LEADERSHIP

The superintendent promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all. The superintendent is an educational leader who understands and respects the many cultures within the community. The superintendent models the belief in a "growth mindset" appreciating the talents of those in the district and believing that those talents can be further developed.

Performance Indicators: (Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of a district vision implemented in the work of the school district.</p> <p>Actions, staffing and resources have little connection to the vision.</p> <p>It is difficult to know what the school district stands for:</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>is engaged in learning and occasionally incorporates new ideas to support the vision.</p>	<p>Articulates the vision of the school district in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission and vision of the district. The district vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the district through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission and vision of the district.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the mission.</p> <p>The vision is alive, evident in the district culture, focused on student learning and it articulates an expectation of excellence.</p>

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators: (Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between his/her policy-making and administrative roles;
- 2.2 Utilizes practices that support the development of superintendent/board working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel, when appropriate, in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
<p>Not engaged in work related to policies nor enforces district policies.</p> <p>Behavior indicates a lack of attention to maintaining a healthy working relationship with the board.</p> <p>Does not engage the board in the work of advancing organizational goals.</p>	<p>Engages minimally in policy work.</p> <p>Unevenly or inequitably enforces policies.</p> <p>Occasionally demonstrates behavior indicating valuing a healthy working relationship with the board.</p> <p>Unevenly engages the board in the work of advancing organizational goals.</p>	<p>Fully engaged in policy work.</p> <p>Appropriately and equitably enforces policies.</p> <p>Demonstrates valuing value of a healthy working relationship with the board.</p> <p>Effectively engages the board in the work of advancing organizational goals.</p>	<p>Develops an exemplary system of policy consideration and revision.</p> <p>Proactively maintains a healthy working relationship with the board.</p> <p>The district takes pride in the equitable enforcement of district policies.</p> <p>Proactively and effectively engages the board in the work of advancing organizational goals.</p>

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent establishes effective two-way engagement with students, staff, parents, media and the community, responding to feedback and building support for and engagement with the district. The superintendent promotes positive and effective interactions with individuals from all groups represented in the community, and seeks to understand the needs present in the community at large. The superintendent assures equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, and economic context.

Performance Indicators: (Do not rate Individual Indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of the district;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal, in formal and informal settings, in large and small groups and in one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;
- 3.4 Establishes effective school/community relations, and school/business partnerships;
- 3.5 Understands the role of media in shaping opinions and how to work with the media;
- 3.6 Utilizes marketing strategies to promote and support the success of the district.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p> <p>Does not engage in proactive marketing for the district.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members and/or other stakeholders do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p> <p>Some effort made to market the school district.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p> <p>Implements strategies to market the school district.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student learning.</p> <p>Successfully markets the district.</p>

Standard 4: EFFECTIVE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Performance Indicators: (Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for situational leadership; and
- 4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

Ineffective	Developing	Effective	Accomplished
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is "out of control."</p> <p>The safety of staff and students is not established as a key priority.</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p> <p>Staff and student time is wasted regularly.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>Daily operating procedures are either: not effective, only occasionally followed, or are frequently changed.</p> <p>The safety of staff and students is not consistently apparent as a priority.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p> <p>There is no expectation for using time as a valuable resource</p>	<p>Expectations for staff and students are clear and consistent.</p> <p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Staff and student safety is apparent as a district priority.</p> <p>The annual budget and associated procedures are adhered to with only approved variances.</p> <p>Expects staff and student time to be treated as a valuable resource.</p>	<p>Students and staff are able to articulate expectations and strive for excellence in conduct and performance.</p> <p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p> <p>Models the effective use of time, and maximizes the use of staff and student time to meet learning goals.</p>