

NCSA Superintendent Standards and Evaluation Process



NCSA
Nebraska Council of School Administrators

NCSA: Aligning Administrative Standards and Evaluation Processes

NCSA Standards & Evaluation Processes

- ▶ Superintendent
- ▶ ESU Administrator
- ▶ Business Administrator
- ▶ Curriculum Administrator
- ▶ Human Resources Administrator
- ▶ Professional Development Administrator
- ▶ Special Education Administrator

Special Thank You To:

| | |
|--------------------|--------------------|
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NCSA Superintendent Standards and Evaluation Process serves to:

- ▶ communicate the diverse and complex expectations of the role of the superintendent;
- ▶ guide local boards of education in understanding the expectations of performance and duties of the superintendent;
- ▶ provide professional organizations and institutions of higher education with information on the education and training needs of today's superintendent;
- ▶ provide a framework for ongoing professional development needs of the superintendent; and
- ▶ create a process for the consistency in the expectations and evaluation of superintendents.

- ▶ **Section I — Standards**
- ▶ **Section II — Evaluation Process**
- ▶ **Section III — Resources**
- ▶ **Section IV — References**

Section I NCSA Superintendent Standards

- ▶ **Standards:** A broad statement regarding knowledge, skills, and abilities; and, the expectations of the position.
- ▶ **Indicators:** Performance-based statements that provide a clear understanding and description of the expected level of knowledge, skill, ability, or expectation relative to the standard.
- ▶ **Evidence:** An item or artifact produced, developed, created, or presented to demonstrate that an indicator or standard has been met or implemented.

▶ **Part 1**
Standards View: This includes a listing of the nine superintendent standards.

▶ **Part 2**
Standards and Indicators View: This includes the nine superintendent standards and the indicators that serve to define the standards.

▶ **Part 3**
Standards, Indicators, and Evidence View: This includes the nine superintendent standards, the indicators, and examples of artifacts for each indicator. Many of the artifacts show evidence of multiple indicators or standards.

Standard 1 Shared Vision and Strategic Direction
 The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators & Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - ▶ **Evidence:** Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - ▶ **Evidence:** Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.

Standard 2 Board, Policy, and the Education System
 The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators & Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - ▶ **Evidence:** Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - ▶ **Evidence:** Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.

Standard 3 Collaboration with Families and Community
The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators & Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, schools, students, needs, challenges and accomplishments.
▶ *Evidence: Newsletters, newspaper articles, web articles, and communication plan/ goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
▶ *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*

Standard 4 Continuous Improvement and Accountability
The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators & Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
▶ *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
▶ *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*

Standard 5 Teaching and Learning
The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators & Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
▶ *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
▶ *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*

Standard 6 Personnel Leadership
The superintendent effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators & Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.
 - ▶ **Evidence:** Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.
 - ▶ **Evidence:** Budget and hiring processes and timelines are available and communicated to the board members and the community.
3. Creates a comprehensive system of professional development for all personnel.
 - ▶ **Evidence:** District policies, procedures and practice define professional development expectations.
 - ▶ **Evidence:** School improvement plans delineate professional development expectations and needs for improving student achievement.
 - ▶ **Evidence:** The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.

Standard 7 Systems Leadership and Management
The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators & Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - ▶ **Evidence:** Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - ▶ **Evidence:** Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.

Standard 8 Equity, Climate, and Culture
The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators & Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - ▶ **Evidence:** District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - ▶ **Evidence:** District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.

Standard 9 Leadership, Conduct, and Professional Growth
 The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators & Evidence

- Leads with dignity and respect.
 - Evidence:** The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.
- Ensures implementation of policy and practice is consistent.
 - Evidence:** District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.

Section II Superintendent Evaluation Instrument

Standard 1 Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

| | |
|--|--|
| <input type="checkbox"/> Needs Improvement | <ul style="list-style-type: none"> Shared vision and strategic direction are not documented Constituents and stakeholders have no or limited engagement in the vision/direction No evidence of routine feedback or review |
| <input type="checkbox"/> Developing | <ul style="list-style-type: none"> Vision or direction is documented Some evidence of constituents engagement Some evidence of feedback and review |
| <input type="checkbox"/> Effective | <ul style="list-style-type: none"> Vision and direction are documented and used to guide the district Evidence of engagement with constituents in development and implementation of strategic direction Evidence of progress, feedback, and review |
| <input type="checkbox"/> Highly Effective | <ul style="list-style-type: none"> Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district Evidence of engagement with constituents in development and implementation of strategic direction Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents |

Comments on rating and/or evidence: [Click here to enter text.](#)

Superintendent Evaluation Summary

Standard 1 Shared Vision and Strategic Direction

| | |
|--|---|
| <input type="checkbox"/> Needs Improvement | Summary Comments/Recommendations: Click here to enter text. |
| <input type="checkbox"/> Developing | |
| <input type="checkbox"/> Effective | |
| <input type="checkbox"/> Highly Effective | |

Standard 2 Board, Policy, and the Education System

| | |
|--|---|
| <input type="checkbox"/> Needs Improvement | Summary Comments/Recommendations: Click here to enter text. |
| <input type="checkbox"/> Developing | |
| <input type="checkbox"/> Effective | |
| <input type="checkbox"/> Highly Effective | |

Section III Resources

Contents

- Recommended Evaluation Timelines for New or Returning Superintendents
- Sample Policies/Practices
- Standards and Evaluation Checklist
- Improvement Plan
- Evidence and Artifacts

Section IV References

Questions????
