

ILP Rubric 2012-13

Designations: The following designations will be used to indicate the progress of a new superintendent toward the seven standards and their indicators:

Competent Performance:	Provides evidence of competent performance in meeting the standard
Steady Progress:	Makes steady and continuous progress toward meeting the standard
Threshold Progress:	Remains at the threshold for beginning progress toward meeting the standard

Directions for the New Superintendent: **HIGHLIGHT** the column Indicator (Competent Performance, Steady Progress, or Threshold Progress) that describes your self-assessment of the evidence you submitted in your electronic portfolio for each indicator in a Standard. It is not expected that every aspect of a box will be addressed because you may not have submitted evidence for some indicators. Briefly comment on the evidence you submitted and make a hyperlink to that evidence in your electronic portfolio in the “Evidence w/Hyperlink” column. **Highlight** your overall self-assessment for the total standard in Column 1.

Directions for the ILP Team: ***Bold and italicize*** the column Indicator (Competent Performance, Steady Progress, or Threshold Progress) that describes the ILP Team’s assessment of the evidence submitted in the electronic portfolio for each indicator in a Standard. It is not expected that every aspect of a box will be addressed because the new superintendent may not have submitted evidence for some indicators. All of your feedback should be in ***bold and italicized letters***, even if the superintendent has not made an entry on that indicator but you have decided to make an entry. On rare occasions, the ILP Team may believe the evidence presented is truly beyond competent for a first year superintendent. This may be entered in the ILP Feedback column as ***‘Outstanding.’***

Standard 1	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p style="text-align: center;">Strategic Leadership</p> <p style="text-align: center;">Superintendent overall self- assessment Standard 1:</p> <p style="text-align: center;">3 2 1</p>	A. Has a collaborative working relationship with the local board and stakeholders	A. Develops a working relationship with the local board of education and stakeholders	A. Makes obligatory contacts with local board and stakeholders	VISION (RELATIONSHIPS)	Standard 1 Practice a
	B. Models, reinforces, and advances the shared vision with input and feedback from local board and stakeholders and ensures the vision drives decisions and reflects the culture	B. Leads the local board and stakeholders in the development of a district vision	B. Has a personal vision for the district, but has not yet begun work on a district vision	VISION (DECISIONS)	Standard 1 Practice n
	C. Creates processes that ensure district identity, drive decisions, and reflect the preferred culture	C. Creates processes that develop district identity	C. Accepts current district identity and maintains current district culture	VISION (CULTURE)	Standard 1 Practice g
	D. Leads a process that monitors progress toward the vision (21 st century learning), mission, high goals and expectations, and preferred culture of the district	D. Develops the vision (21 st century learning), mission, and high goals and conveys the preferred culture of the district	D. Has not begun work on a district vision or goals	VISION (MONITOR)	Standard 1 Practice m

Standard 1 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	E. Facilitates and monitors collaborative development of improvement plans that realize goals and adhere to state statutes	E. Monitors school improvement plans	E. Offers limited feedback on SIPs; requests copies of SIPs for files/ documentation	STRATEGIC PLANNING (DEVELOPMENT)	Standard 1 Practice h
	F. Challenges the status quo, leads strategic planning, and leads change toward identified priorities, high goals, high expectations, and beneficial outcomes	F. Institutes open discussions regarding strategic planning and institutes change toward some new outcomes	F. Maintains status quo and does not institute strategic planning or change	STRATEGIC PLANNING (DEVELOPMENT)	Standard 1 Practice b
	G. Leads preliminary implementation of best practices and/or innovative practices	G. Studies latest research and considers implementation of best practices and innovative practices	G. Accepts current instructional practices	STRATEGIC PLANNING (IMPLEMENTATION)	Standard 1 Practice c
	H. Is a driving force in the implementation of the district's Strategic Plan to realize 21 st century goals	H. Facilitates discussion and the development of the district's Strategic Plan to realize goals	H. Operates unilaterally or with limited input under status quo plans	STRATEGIC PLANNING (IMPLEMENTATION)	Standard 1 Practice e

Standard 1 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	I. Develops, implements, and monitors strategic plan aligned to the mission and goals with multiple sources of data	I. Uses State test data to develop, implement and monitor strategic plan	I. Does not use data to develop, implement, and monitor strategic plan	STRATEGIC PLANNING (MONITORING/EVALUATION)	Standard 1 Practice i
	J. Develops financial priorities with the local board based on the improvement plans	J. Manages the budget in such a way as to maintain current operations and practices	J. Demonstrates limited understanding of district budget	STRATEGIC PLANNING (RESOURCING)	Standard 1 Practice j
	K. Implements new processes for task completion and embraces change	K. Investigates and considers new processes for task completion	K. Maintains status quo and does not consider new processes for task completion	STRATEGIC PLANNING (ACTIONS)	Standard 1 Practice c
	L. Creates processes to distribute leadership	L. Distributes a few leadership functions	L. Maintains control of leadership functions	DISTRIBUTED LEADERSHIP	Standard 1 Practice o

Standard 2	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p>Instructional Leadership</p> <p>Superintendent overall self-assessment Standard 2:</p> <p>3 2 1</p>	<p>A. Sets clear and high profile focus on learning/ teaching grounded in high expectations and goals</p>	<p>A. Leads the focus on learning/teaching</p>	<p>A. Communicates a focus on learning/teaching</p>	<p>LEARNING/TEACHING FOCUS</p> <p>HIGH EXPECTATIONS</p>	<p>Standard 2 Practice a</p>
	<p>B. Challenges staff to reflect on, define and deliver skills & concepts necessary to graduate both college & career ready & prepared for the 21st century</p>	<p>B. Focuses on graduation & college & career readiness in the 21st century</p>	<p>B. Focuses on graduation but does not emphasize 21st century preparedness</p>	<p>CURRICULUM/ INSTRUCTION</p> <p>HIGH EXPECTATIONS</p>	<p>Standard 2 Practice d</p>
	<p>C. Demands/expects high levels of student achievement</p>	<p>C. Sets and communicates high expectations for student achievement</p>	<p>C. Accepts current levels of student achievement</p>	<p>HIGH EXPECTATIONS</p>	<p>Standard 2 Practice c</p>
	<p>D. Systematically uses data analysis to make sound instructional and programmatic decisions and to monitor individual, group, and program progress and success</p>	<p>D. Collects, summarizes, and disseminates data</p>	<p>D. Utilizes current methods of data collection</p>	<p>DATA/ASSESSMENT</p>	<p>Standard 2 Practice f</p>

Standard 2 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	E. Models learning for staff & students	E. Applies learning from professional development and expects learning for students & staff	E. Participates in professional development opportunities	PROFESSIONAL LEARNING	Standard 2 Practice b
	F. Establishes & sustains the structure for a collaborative learning organization (including PLCs) that supports improved instruction & student learning	F. Supports a collaborative learning organization including PLCs	F. Favors a unilateral message regarding improved instruction	PROFESSIONAL LEARNING	Standard 2 Practice e
	G. Ensures sufficient resources and funds are provided and monitored efficiently to advance student learning at higher levels	G. Determines needs for instructional resources to support higher levels of student learning	G. Maintains current inventory of instructional resources	RESOURCING INSTRUCTION	Standard 2 Practice g

Standard 3	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p style="text-align: center;">Cultural Leadership</p> <p>Superintendent overall self-assessment Standard 3:</p> <p style="text-align: center;">3 2 1</p>	A. Creates a school system with a norm of a shared vision & equitable practices	A. Sets and shares vision & establishes equitable practices	A. Has a personal vision for the school system	VISION/BELIEFS	Standard 3 Practice c
	B. Communicates and operates from strong beliefs about schooling, teaching, & PLCs with stakeholders & operates by those beliefs	B. Communicates shared beliefs about schooling, teaching, & PLCs with stakeholders	B. Communicates personal beliefs about school and teaching	STAKEHOLDER/COMMUNITY INVOLVEMENT	Standard 3 Practice a
	C. Builds community understanding of 21st century preparation in a global economy and college & career readiness	C. Supports 21st century preparation in a global economy and college & career readiness	C. Focuses on student preparation for progress within the school system	STAKEHOLDER/COMMUNITY INVOLVEMENT	Standard 3 Practice b
	D. Builds trust, promotes relationships, promotes a sense of well-being between and among all stakeholders	D. Builds relationships and trust with staff & students	D. Expects to receive staff & student trust		Standard 3 Practice d

Standard 3 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	E. Visibly supports & actively engages in traditions of the community	E. Participates in community traditions	E. Attends some community functions	STAKEHOLDER/COMMUNITY INVOLVEMENT	Standard 3 Practice f
	F. Creates and cultivates opportunities for staff involvement in the community & community involvement in the schools	F. Investigates and creates opportunities for staff involvement in the community	F. Expects staff to attend some school functions	STAKEHOLDER/COMMUNITY INVOLVEMENT	Standard 3 Practice g
	G. Creates an environment in which diversity is valued & promoted	G. Is sensitive to diversity issues	G. Responds to diversity issues when they occur	DIVERSITY	Standard 3 Practice h
	H. Celebrates accomplishments & develops plans to advance accomplishments and address identified areas of need	H. Acknowledges accomplishments and identifies areas of need	H. Discerns accomplishments and begins investigating areas of need	CELEBRATE/ACKNOWLEDGE	Standard 3 Practice e

Standard 4	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p data-bbox="226 310 424 451">Human Resource Leadership</p> <p data-bbox="226 602 424 748">Superintendent overall self-assessment Standard 4:</p> <p data-bbox="226 837 424 870">3 2 1</p>	<p data-bbox="474 310 722 581">A. Participates in consistent communication with school executives about how policies/procedures relate to vision & mission</p>	<p data-bbox="747 310 995 475">A. Communicates with school executives about policies & procedures</p>	<p data-bbox="1020 310 1268 545">A. Distributes policies & procedures (electronically and in writing) for school executives to read & follow</p>	<p data-bbox="1293 310 1541 326">POLICY/PROCEDURES</p>	<p data-bbox="1566 310 1848 367">Standard 4 Practice c</p>
	<p data-bbox="474 594 722 906">B. Ensures processes for hiring, inducting & mentoring new staff that result in recruitment & retention of highly qualified & diverse personnel</p>	<p data-bbox="747 594 995 760">B. Creates processes for the hiring, inducting & mentoring of new staff</p>	<p data-bbox="1020 594 1268 797">B. Hires new staff and works with them if they demonstrate difficulty in their new positions</p>	<p data-bbox="1293 594 1541 610">HR FUNCTIONS</p>	<p data-bbox="1566 594 1848 651">Standard 4 Practice g</p>
	<p data-bbox="474 919 722 1122">C. Ensures necessary resources (including time & personnel) are allocated to achieve district goals</p>	<p data-bbox="747 919 995 1049">C. Makes plans to allocate resources to achieve district goals</p>	<p data-bbox="1020 919 1268 1049">C. Maintains allocation of resources for current purposes</p>	<p data-bbox="1293 919 1541 935">RESOURCING</p>	<p data-bbox="1566 919 1848 976">Standard 4 Practice a</p>
	<p data-bbox="474 1135 722 1370">D. Creates processes for educators to successfully assume leadership & decision-making roles</p>	<p data-bbox="747 1135 995 1265">D. Supports personnel after they assume leadership roles</p>	<p data-bbox="1020 1135 1268 1265">D. Expects personnel to assume assigned leadership roles</p>	<p data-bbox="1293 1135 1541 1151">STAFFING</p>	<p data-bbox="1566 1135 1848 1192">Standard 4 Practice f</p>

Standard 4 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	E. Searches for best placement & utilization of staff to fully develop & benefit from their strengths	E. Makes staffing decisions and assigns staff based on district needs	E. Makes staffing decisions and assigns staff based on past practices	STAFFING	Standard 4 Practice k
	F. Has a succession plan for key positions	F. Identifies strategic positions in the district	F. Follows past practices in assigning positions	STAFFING	Standard 4 Practice l
	G. Communicates expectations and conveys a positive attitude about the ability of personnel to reach high expectations and accomplish substantial outcomes	G. Sets high expectations and substantial outcomes	G. Communicates current levels of expectations and support to personnel	EXPECTATIONS	Standard 4 Practice e
	H. Ensures staff evaluation is fair & equitable, and used to improve performance	H. Ensures evaluation is fair & equitable	H. Expects evaluations to lead to improved performance	EVALUATION	Standard 4 Practice i

Standard 4 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	I. Uses data, including TELL, to create & maintain a positive environment	I. Makes efforts to support and maintain a positive environment	I. Expects administration to maintain a positive environment	CULTURE/ENVIRONMENT	Standard 4 Practice h
	J. Provides for PLC development aligned with district initiatives & focused on collective responsibility for 21 st century student learning	J. Provides for PLC design and development; monitors progress of development of PLCs	J. Receives and reads reports about school progress; researches/ investigates the development of PLCs	PROFESSIONAL LEARNING	Standard 4 Practice b
	K. Models importance of continued adult learning by engaging in and using activities to develop and enhance professional knowledge, skills, and abilities	K. Stresses importance of continued adult learning	K. Participates in professional development opportunities	PROFESSIONAL LEARNING	Standard 4 Practice d
	L. Provides results-oriented professional development aligned to district needs, connected to district goals, and differentiated	L. Provides results-oriented professional development that is connected to district goals	L. Provides professional development when requested	PROFESSIONAL LEARNING	Standard 4 Practice j

Standard 5	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
Managerial Leadership Superintendent overall self-assessment Standard 5: 3 2 1	A. Assures a system for timely & responsible communication among all stakeholders	A. Develops a communication system among all stakeholders	A. Communicates within the school system when the need arises	COMMUNICATION	Standard 5 Practice g
	B. Collaboratively develops/enforces clear expectations, rules, procedures for effective and efficient operations	B. Develops clear expectations and implements rules for effective operations	B. Develops rules for effective operations	EFFECTIVENESS/ EFFICIENCY	Standard 5 Practice e
	C. Continually monitors programs and assesses resource allocations for relevancy and impact as the organization changes	C. Assesses and allocates resources based on assessment	C. Assesses resource allocations	RESOURCING	Standard 5 Practice d
	D. Creates a collaborative budget process that aligns resources with district initiatives through a needs assessment	D. Creates a collaborative budget process that aligns resources with district initiatives	D. Develops a budget that aligns resources	FINANCE	Standard 1 Practice j Standard 5 Practice b
	E. Identifies & plans for facility needs	E. Identifies facility needs	E. Reviews facility needs when necessary	CAPITAL PLANNING	Standard 5 Practice c

Standard 5 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	F. Assures scheduling processes that maximize staff input, address student learning needs, and provide collaborative planning time for teachers	F. Creates scheduling processes that address student needs and provide collaborative planning	F. Provides a schedule that addresses student needs and teacher planning time	SCHEDULING	Standard 5 Practice h
	G. Creates effective and efficient processes for data storage, security, privacy & integrity	G. Creates processes for data storage & security	G. Stores and secures data	EFFECTIVE/EFFICIENT DATA	Standard 5 Practice i
	H. Applies & assesses current technologies for management, business procedures & scheduling	H. Investigates and researches technology for management, business procedures, and scheduling	H. Continues to apply present technologies	TECHNOLOGY	Standard 5 Practice a
	I. Creates and implements a process to build consensus, communicate, and resolve conflicts in a fair & democratic way	I. Creates a conflict resolution process	I. Unilaterally handles situations involving conflict	CONFLICT RESOLUTION	Standard 5 Practice f

Standard 5 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	J. Collaboratively develops & enforces expectations and procedures for ensuring staff & student safety	J. Develops & enforces procedures for ensuring staff & student safety	J. Implements district safety procedures	SAFETY AND SECURITY	Standard 5 Practice j
	K. Develops, implements, & monitors emergency plans in collaboration with local, state & federal officials	K. Develops, implements, & monitors emergency plans	K. Develops and implements emergency plans	SAFETY AND SECURITY	Standard 5 Practice k

Standard 6	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p style="text-align: center;">External Development Leadership</p> <p>Superintendent overall self-assessment Standard 6:</p> <p style="text-align: center;">3 2 1</p>	<p>A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the schools/district</p>	<p>A. Cultivates community partnerships to support priorities of the district</p>	<p>A. Informs the community of the district's priorities</p>	<p>VISION (PUROSE)</p> <p>HIGH EXPECTATIONS</p>	<p>Standard 6 Practice a</p>
	<p>B. Engages stakeholders in shaping & supporting district/school instructional & achievement goals</p>	<p>B. Works with stakeholders to support district & school goals</p>	<p>B. Informs stakeholders of district and school goals</p>	<p>STAKEHOLDER/ COMMUNITY INVOLVEMENT</p> <p>STRATEGIC PLANNING (DEVELOPMENT)</p>	<p>Standard 6 Practice b</p>
	<p>C. Creates collaborative systems to engage the board/school system & community stakeholders in sharing/supporting responsibility for district goals and student success</p>	<p>C. Works with the board/school system and community stakeholders in supporting district goals</p>	<p>C. Works with the board and/or school system stakeholders in supporting district goals</p>	<p>STAKEHOLDER/ COMMUNITY INVOLVEMENT</p>	

Standard 6 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	D. Communicates district/school needs to the board, community stakeholders, and media on a regular basis to garner additional support for district goals	D. Communicates district/school needs to the board and media as requested to gain support for district goals	D. Communicates district needs to the board regarding district goals	STAKEHOLDER/ COMMUNITY INVOLVEMENT RESOURCING	Standard 6 Practice g
	E. Meets regularly with and cultivates relationships with individuals/groups to garner on-going support for the district's learning/teaching agenda and its potential for district improvement	E. Meets periodically with individuals/groups to gain support for the district's teaching/learning agenda	E. Meets with individuals/groups to garner support for specific district agenda items	STAKEHOLDER/ COMMUNITY INVOLVEMENT	Standard 6 Practice h
	F. Designs protocols & processes that ensure compliance with federal, state & district mandates	F. Monitors staff to ensure compliance with federal, state & district mandates	F. Responds when requested to federal, state & district reports, mandates, inquiries, etc.	LEGAL	Standard 6 Practice d

Standard 6 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	G. Develops & implements proactive partnerships with professional development organizations to provide effective training and professional development opportunities for district employees	G. Implements partnerships with professional development organizations to provide training and professional development for district employees	G. Contacts professional development organizations to arrange for training and professional development when the need arises	PROFESSIONAL LEARNING STAKEHOLDER INVOLVEMENT	Standard 6 Practice e
	H. Develops & implements proactive partnerships with colleges and professional organizations to ensure student access to college courses and to eliminate barriers to enrollment	H. Develops and initiates partnerships with colleges to insure student access to college courses	H. Allows students to enroll in college courses upon request of the student	STAKEHOLDER INVOLVEMENT	Standard 6 Practice f

Standard 7	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
<p data-bbox="226 305 428 451">Micro-Political Leadership</p> <p data-bbox="226 613 428 760">Superintendent overall self-assessment Standard 7:</p> <p data-bbox="233 849 417 881">3 2 1</p>	A. Provides leadership in defining superintendent & board roles & expectations that result in an effective working relationship	A. Provides leadership in defining superintendent & board roles & expectations	A. Identifies superintendent & board roles as warranted by periodic circumstances	BOARD RELATIONS	Standard 7 Practice a
	B. Defines & understands the internal/external political systems and their impact on the educational organization	B. Acknowledges the internal & external political systems and their impact on the organization	B. Responds to the internal/external political systems when the need surfaces	POLITICAL CONTEXT	Standard 7 Practice b
	C. Surveys/ understands the political, economic & social needs of community groups and the community-at-large for effective & responsive decision making	C. Understands the general needs of the community that affect decision making for the district	C. Responds to the needs of the community if they begin to affect the decision making process for the district	POLITICAL CONTEXT STAKEHOLDER/ COMMUNITY INVOLVEMENT	Standard 7 Practice d
	D. Accesses local, state & national political systems to provide input on critical educational issues	D. Accesses the local political system to give input on critical educational issues	D. Responds to the local political system if input is requested on critical educational issues	POLITICAL CONTEXT STAKEHOLDER/ COMMUNITY INVOLVEMENT	Standard 7 Practice h

Standard 7 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	E. Defines, understands & communicates the impact of legal and ethical issues affecting public education	E. Communicates the impact of legal issues affecting public education	E. Reacts to legal issues affecting public education	LEGAL ETHICAL	Standard 1 Practice k Standard 7 Practice c
	F. Implements district policies to improve student learning/ performance in compliance with local, state and federal requirement	F. Prepares/ recommends district policies to improve student learning/ performance in compliance with local & state requirements	F. Recommends district policies in compliance with local, state and federal requirements	POLICIES/ PROCEDURES	Standards 1 Practice k, Standard 6 Practice d Standard 7 Practice e NOTE: Note:
	G. Applies and upholds laws, policies and procedures fairly, wisely, and considerately	G. Applies laws, policies and procedures	G. Reviews laws & policies when the need arises	LEGAL	Standard 1 Practice k Standard 7 Practice f Note:

Standard 7 Continued	Competent Performance	Steady Progress	Threshold Progress	Cross Reference Clusters	Cross Reference Practices (Standard/Practice)
	H. Utilizes legal systems to protect students' and staff rights and to improve learning opportunities	H. Utilizes legal systems to protect students' and staff rights	H. References legal systems to ensure the district is protected when issues regarding rights occur	LEGAL	Standard 7 Practice g