

Rubric for Evaluating North Carolina Superintendent Candidate

Standard 1: Strategic Leadership

Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually re-purpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

a. District Strategic Plan: The district’s identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the attributes, characteristics, and importance of district vision, mission, and strategic goals; and can apply this understanding to the analysis and critique of existing district plans.	<p>... and</p> <input type="checkbox"/> Develops and communicates a personal vision of a 21 st Century school district. <input type="checkbox"/> Understands the lines of communication necessary to inform relevant stakeholders of the strategic planning process and to help them understand their roles in its development and implementation.	<p>... and</p> <input type="checkbox"/> Works with others to create a working relationship with the local board of education that results in a shared vision for the district of the changing world in the 21 st Century. <input type="checkbox"/> Works with others to convene a core group of district leaders to engage in a strategic and comprehensive district planning process focused on student learning and targeting short-term goals and objectives. <input type="checkbox"/> Effectively communicates the strategic and comprehensive district planning process to principals and other stakeholders. <input type="checkbox"/> Effectively articulates the core concepts and beliefs that define the district's value frameworks.	<p>... and</p> <input type="checkbox"/> Works with others to facilitate the development and implementation of a district strategic plan, aligned to the district’s mission, local priorities and to the mission and goals of the North Carolina State Board of Education. <input type="checkbox"/> Participates in consistent, sustained, and open communication with principals about how school policies and practices relate to the district’s mission and vision. <p>Works with others to create processes and procedures for developing, implementing, and maintaining the district’s strategic plan that:</p> <input type="checkbox"/> Ensures the periodic review and update of the district’s vision, mission, and strategic goals.	

			<ul style="list-style-type: none"><input type="checkbox"/> Drives decisions and reflects the culture of the district.<input type="checkbox"/> Establishes clear priorities among the district's instructional goals and objectives.<input type="checkbox"/> Ensures that organizational processes and routines are consistent with stated beliefs, values, and vision.	
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b. Leading Change: The superintendent articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly articulates the skills and experiences students will need to live and work in the 21st Century. <input type="checkbox"/> Identifies potential school and district changes for improving student learning. <input type="checkbox"/> Understands the fundamentals and value of program evaluation. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses rigorous evaluation techniques to determine the efficacy of change efforts on student achievement. <input type="checkbox"/> Effectively communicates to all stakeholders the results of evaluation of change efforts. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to systematically review and when appropriate challenge guiding assumptions, strategies and processes and implement change focused on improving student learning of 21st Century knowledge and skills. <input type="checkbox"/> Works with others to use the results of evaluation to adapt existing processes and to develop and implement new processes for ensuring student learning. <input type="checkbox"/> Works with others to develop effective working relationships with members of the local school board, both as individuals and as a group. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increases student learning of 21st Century knowledge and skills as a result of routine and systematic evaluation. <input type="checkbox"/> Uses evaluation results to identify and eliminate programs and initiatives that are ineffective or inefficient. 	

c. Distributive Leadership: The superintendent creates and utilizes structures that distribute leadership and decision-making throughout the district.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Articulates the rationale of distributed leadership.	<p>... and</p> <input type="checkbox"/> Uses input from a variety of stakeholder groups, including parents, district faculty/staff members, school board members, and community members to inform decisions. <input type="checkbox"/> Understands and can communicate the culture of leadership in the district.	<p>... and</p> <input type="checkbox"/> Works with others to implement structures to distribute leadership and decision-making among faculty/staff members throughout the district. <input type="checkbox"/> Works with others to develop capacity of educators to effectively assume leadership roles. <input type="checkbox"/> Works with others to engage in consistent, sustained and open dialogue with principals, faculty, and staff members about how policies and practices relate to the district mission and vision.	<p>... and</p> <input type="checkbox"/> Works with others to implement structures to distribute leadership and decision-making in ways that include a wide range of stakeholders including parents and community members. <input type="checkbox"/> Works with others to create policies, procedures, and processes that support distributed leadership	

Standard 2: Instructional Leadership

Superintendents set high standards for the professional practice of 21st Century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

a. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The superintendent leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates the practice of superintendent leadership in the context of 21st Century knowledge and skills. <input type="checkbox"/> Understands the importance of identifying appropriate and specific achievement targets for schools and students. <input type="checkbox"/> Understands the importance of establishing appropriate and specific research-based instructional strategies for the purpose of improving a school success and student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates strong professional beliefs about schools, learning, and teaching that reflect latest research and best practice in preparing students for success in college or in work. <input type="checkbox"/> Knows 21st Century curricular, instructional, and assessment practices. <input type="checkbox"/> Identifies appropriate and specific achievement targets for schools and students. <input type="checkbox"/> Identifies appropriate and specific research-based instructional strategies for the purpose of improving a school success and student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to design scheduling processes that maximize learning time. <input type="checkbox"/> Works with others to use the results of monitoring to make adaptations to curriculum, instruction, and assessment. <input type="checkbox"/> Works with others to ensure that instructional time is valued and protected across the district. <input type="checkbox"/> Works with others to develop appropriate rewards for and recognition of improved student achievement. <input type="checkbox"/> Works with others to develop appropriate and specific achievement targets for schools and students. <input type="checkbox"/> Works with others to ensure the use of appropriate and specific research-based instructional strategies for the purpose of improving school success and student achievement. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to challenge faculty/staff to reflect on and define the knowledge, skills, and concepts essential for ensuring that every student graduates from high school prepared for life in the 21st Century. <input type="checkbox"/> Works with others to ensure that there is an appropriate and logical alignment between the district's curriculum, instruction and assessment, and the state accountability program. <p>Works with others to implement 21st Century:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional tools and best practices, <input type="checkbox"/> Assessment and feedback processes, <input type="checkbox"/> Professional development programs on instructional leadership, and <input type="checkbox"/> Uses of student assessment data to improve instruction. <input type="checkbox"/> Evaluates the effectiveness of curriculum, instruction, and assessment in promoting student 	

			success. <input type="checkbox"/> Works with others to use evaluation data to improve curriculum, instruction, and assessment strategies.	
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Standard 3: Cultural Leadership

Superintendents understand and act on the important role a system’s culture has in the exemplary performance of all schools. They understand 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, a superintendent must be able to “reculture” the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

a. Focus on Collaborative Work Environment: The superintendent understands and acts on the understanding of the positive role that a collaborative work environment can play in the district’s culture.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can describe the characteristics and attributes of a collaborative culture. <input type="checkbox"/> Can articulate specific, research-based strategies that promote a collaborative culture. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with central office staff, local school board members and principals. <input type="checkbox"/> Solicits advice and guidance of key advisors and mentors. <input type="checkbox"/> Uses multiple sources of data to understand the culture of the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to design elements of a collaborative and positive culture throughout the district. <input type="checkbox"/> Works with others to build the capacity of principals and other district leaders to develop data-based strategies for creating and maintaining collaborative cultures. <input type="checkbox"/> Monitors improvement of the culture in selected individual schools and throughout the district. <input type="checkbox"/> Works with others to ensure access, engagement, and success for culturally diverse students, faculty, and staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to hold principals and other district leaders accountable for establishing and maintaining collaborative cultures. <input type="checkbox"/> Works with others to develop a plan to implement policies and procedures that ensure cohesion and cooperation among faculty/staff. 	

b. Acknowledges Failures; Celebrates Accomplishments and Rewards: The superintendent acknowledges failures and celebrates accomplishments of the district in order to define the identity, culture and performance of the district.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the importance of acknowledging concerns and celebrating accomplishments.	<p>... and</p> <input type="checkbox"/> Identifies district shortcomings and accomplishments.	<p>... and</p> <input type="checkbox"/> Works with others to help principals establish criteria for evaluating programs and performance.	<p>... and</p> <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals.	

c. Efficacy and Empowerment: The superintendent develops a sense of efficacy and empowerment among staff which influences the district's identity, culture and performance.

<input type="checkbox"/> Understands the value of efficacy among district faculty/staff in promoting district goals.	<p>... and</p> <input type="checkbox"/> Has a sense of professional efficacy and belief in her/his ability to affect positive leadership in the district.	<p>... and</p> <input type="checkbox"/> Works with others to implement strategies that build efficacy and empowerment among principals.	<p>... and</p> <input type="checkbox"/> Works with others to build efficacy and empowerment among stakeholder groups to increase capacity to accomplish substantial outcomes.	
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Standard 4: Human Resource Leadership

Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

a. Professional Development/Learning Communities: The superintendent ensures that the district is a professional learning community.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands the concept of professional learning communities and can articulate their characteristics.	<p>... and</p> <input type="checkbox"/> Describes specific strategies by which professional learning communities can be developed, supported, and encouraged. <input type="checkbox"/> Accurately analyzes the use of professional learning communities in selected schools and identifies areas of particular strength or improvement.	<p>... and</p> <input type="checkbox"/> Assists others in developing an understanding of and support for professional learning communities. <input type="checkbox"/> Works with others to implement professional learning communities to support student learning throughout the district. <input type="checkbox"/> Works with others to support ongoing professional development activities throughout the district that are intended to improve curriculum, instruction, and assessment.	<p>... and</p> <input type="checkbox"/> Supports professional learning communities guided by the district's strategic plan, focused on results, and characterized by collective responsibility for 21 st Century student learning. <input type="checkbox"/> Assures scheduling processes and protocols that provide time for every teacher to engage in collaborative planning. <input type="checkbox"/> Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill. <input type="checkbox"/> Provides for professional development that is aligned with 21 st Century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on faculty/staff needs.	

b. Recruiting, Hiring, Placing and Mentoring of staff: The superintendent establishes processes and systems in order to ensure a high-quality, high-performing staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands state and federal laws or policies regarding the recruitment, hiring, placement, and termination of faculty/ staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates district policies and procedures for recruiting, hiring, placing, and mentoring faculty/staff. <input type="checkbox"/> Understands and supports the processes required to recruit, hire, place, mentor, reward, and when necessary terminate faculty/staff members. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for recruiting and retaining highly qualified and diverse personnel. <input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for continuously searching for the best placement and utilization of faculty/staff to fully develop and benefit from their strengths. <input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for coaching and mentoring new faculty/staff members to support their success. <input type="checkbox"/> Assists others in creating and implementing effective policies and procedures for identifying, remediating, and recommending replacing, when necessary, poorly performing faculty and staff members. <input type="checkbox"/> Assists others in identifying key positions in the district and has a succession plan for each. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to support other district leaders in the development of effective recruitment and retention strategies. <input type="checkbox"/> Assists in building the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts. 	

c. Teacher and Staff Evaluation: The superintendent ensures that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands state and federal law and policy related to the appropriate and defensible evaluation of educational professionals and staff. <input type="checkbox"/> Understands the importance of performance evaluation data for supporting and improving faculty/staff performance. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates the district's procedures for supporting and implementing the North Carolina Educator Evaluation System to assure that all faculty and staff members are evaluated fairly and equitably. <input type="checkbox"/> Appropriately interprets performance evaluation data to support and improve faculty/staff performance. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to support and fully implement the North Carolina Educator Evaluation System to assure that all faculty/staff members are evaluated fairly and equitably. <input type="checkbox"/> Works with others to evaluate how effectively principals and other district leaders apply the North Carolina Educator Evaluation System. <input type="checkbox"/> Works with others to ensure that performance evaluation data are used effectively to support and improve faculty/staff performance. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to establish procedures to assure that multiple measures are used to evaluate faculty/ staff. <input type="checkbox"/> Works with others to ensure that processes, structures, and systems are in place to respond to performance evaluation needs. 	

Standard 5: Managerial Leadership

Superintendents ensure 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 decisions about resources so as to meet the 21st Century needs of the district.

a. School Resources and Budget: The superintendent establishes budget processes and systems focused on, and resulting in, improved student achievement.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies and plans for facility needs. <input type="checkbox"/> Manages the district budget and resources according to legal and ethical standards. <input type="checkbox"/> Uses district resources in ways that are efficient and reflect responsible stewardship of public resources. <input type="checkbox"/> Knows and is able to apply sound business practices for budgeting and accounting. <input type="checkbox"/> Utilizes collaborative process to determine financial priorities and establish a balanced operational budget for school programs and activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategically aligns resource allocation to support the district's vision and strategic plan. <input type="checkbox"/> Uses value-added assessment to improve the relevancy and impact of resource allocation and use. <input type="checkbox"/> Works with others to ensure that necessary resources, including time, space, funding, and personnel, are allocated to meet the district's goals for achievement and instruction. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops the capacity of principals and other district leaders to design transparent systems to equitably manage human and financial resources. <input type="checkbox"/> Holds principals and other district leaders accountable for using resources to meet instructional goals and support teacher needs. <input type="checkbox"/> Routinely and conscientiously monitors the use of district resources to ensure fairness, equity, and efficiency. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively communicates the district's budget and resource allocation in ways that build the understanding and trust of constituents. <input type="checkbox"/> Uses the budgetary process to assure that effective programs are maintained and less effective programs are eliminated. <input type="checkbox"/> Embeds transparency into the processes that create the district's financial policies and procedures. <input type="checkbox"/> Leverages district resources to attain their highest and best use to improve student learning. 	

b. Conflict Management and Resolution: The superintendent effectively and efficiently manages the complexity of human interactions so that the focus of the district can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands that conflict is a part of shared human endeavor.	<p>... and</p> <input type="checkbox"/> Articulates knowledge of strategies for constructively engaging conflict.	<p>... and</p> <input type="checkbox"/> Creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way.	<p>... and</p> <input type="checkbox"/> Develops in principals and other faculty/staff the capacity to manage conflict.	<input type="checkbox"/> Works with others to establish mediation and conflict resolution procedures and processes for dealing with interpersonal relations.

c. Systematic Communication: The superintendent designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively orally and in writing. <input type="checkbox"/> Recognizes a variety of communication media and can articulate the comparative advantages of each. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to disseminate necessary information to relevant district faculty/staff members, stakeholder groups, and the local board of education. <input type="checkbox"/> Uses a variety of media to communicate to relevant stakeholder groups. <input type="checkbox"/> Analyzes processes that assure accessibility for board members, faculty, staff, and community members. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to assure that district faculty, staff, stakeholder groups, and board members receive and exchange information in a timely manner. <input type="checkbox"/> Works with others to develop the capacity among district faculty/staff and board members to use a variety of media to communicate with their respective communities. <input type="checkbox"/> Participates in and helps lead various advisory groups to improve external and internal communication. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to develop a system of communication that contributes to realizing district goals. <input type="checkbox"/> Works with others to ensure that all board members, community stakeholders, faculty, and staff are aware of district goals for instruction and achievement, activities used to reaching these goals, and progress toward achieving these goals. <input type="checkbox"/> Establishes various advisory groups to improve external and internal communication. 	

d. District Expectations for Students and Staff: The superintendent develops and enforces expectations, structures, rules and procedures for students and staff.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of clearly established expectations, structures, rules, and procedures. <input type="checkbox"/> Articulates appropriate strategies for developing, implementing, and supporting district expectations, structures, rules, and procedures. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates existing district and school safety and crisis plans, community emergency response plans, and the district's data security plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring effective and efficient operations including management, business procedures, and scheduling. <input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the health and safety of students, faculty, and staff including physical and emotional well being. <input type="checkbox"/> Collaboratively develops and enforces clear expectations, structures, rules and procedures for ensuring the security of all sensitive and confidential data. <input type="checkbox"/> Works with others to systematically monitor the implementation of district rules and procedures. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to implement innovative approaches to increase the effectiveness and efficiency of district operations, improve the health, safety and emotional well being of students, faculty, and staff, and ensure the security of all sensitive and confidential data. <input type="checkbox"/> Works with others to evaluate the impact of district rules and procedures. <input type="checkbox"/> Works with others to use evaluation results to improve the effectiveness and efficiency of district operations. <input type="checkbox"/> Works with others to hold students, faculty, and staff accountable for meeting district expectations. 	

Standard 6: External Development Leadership

A superintendent, 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 good will.

a. Parent and Community Involvement and Outreach: The superintendent designs structures and processes which result in parent and community engagement, support and ownership for the district.				
Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the value and impact of community involvement in schools and in the district. <input type="checkbox"/> Articulates strategies for increasing community involvement in schools and in the district. <input type="checkbox"/> Recognizes the full range, diversity, and perspectives of district stakeholders. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies potential partners within the community. <input type="checkbox"/> Recognizes ways in which parental and community involvement activities honor the cultures and traditions of the local community. <input type="checkbox"/> Interacts with parents and community groups that have a critical role in developing support for the school district. <input type="checkbox"/> Identifies stakeholder groups as potential partners within the community. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds relationships with individuals and groups to support the district's learning-teaching agenda. <input type="checkbox"/> Works with others to create opportunities for both faculty/staff involvement in the community and community involvement in designing structures and processes within the schools and school district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to build community understanding of what is required to ensure that every public school student graduates from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. 	

b. Federal, State and District Mandates: The superintendent designs protocols and processes in order to comply with federal, state, and district mandates.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of federal, state, and district mandates that affect education. <input type="checkbox"/> Defines, understands, and communicates the impact of legal issues affecting public education. <input type="checkbox"/> Articulates legal systems that protect the rights of students and faculty/staff. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to facilitate the implementation of state education policy. <input type="checkbox"/> Works with others to prepare and recommend district policies in compliance with local, state, and federal requirements that improve student learning and district performance. <input type="checkbox"/> Works with others to apply laws, policies, and procedures fairly, wisely, and consistently. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to routinely and consistently assess the progress of district compliance with local, state, and federal mandates and adjusts as necessary. <input type="checkbox"/> Works with others to interpret federal, state, and district mandates so that they are viewed as opportunities for the district. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with others to develop in principals and other district faculty/staff the capacity to comply with local, state, and federal mandates. <input type="checkbox"/> Works with others to take advantage of the opportunities provided by federal, state, and district mandates. 	

Standard 7: Micro-political Leadership

The superintendent 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 of all students.

Superintendent Micro-political Leadership: The superintendent develops systems and relationships to leverage staff expertise and influence in order to influence the district’s identity, culture and performance.

Emerging Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands and articulates the role of the superintendent in accessing and influencing the state and local political context to support the goals and vision of the district.	<p>... and</p> <input type="checkbox"/> Defines and understands the internal and external political systems and their impact on the educational organization.	<p>... and</p> <input type="checkbox"/> Works with others to develop relationships with state, district, and influential community groups that further the district’s goals of positive culture and student performance.	<p>... and</p> <input type="checkbox"/> Works with others to develop the capacity of principals, faculty, and staff to foster relationships with influential school and school-community groups that further the district’s goals of positive culture and student learning.	
	<input type="checkbox"/> Is aware of and understands the political, economic, and social aspects/needs of groups in the community and of the community at large for effective and responsive decision-making.	<input type="checkbox"/> Works with others to maintain a positive working relationship with the school board members individually and collectively.		
	<input type="checkbox"/> Works with others to clarify and understand superintendent and board roles and mutual expectations that result in an effective superintendent-board working relationship.	<input type="checkbox"/> Works with others to create events that provide opportunities to promote the visibility of the district.		