

**Standard 2— Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.**

**Strand 1—Putting student learning at the center. *The superintendent...***

<b>Themes</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>A. Advocates for student learning as the district's highest priority.</i>	does not communicate that student learning is central to the district's mission	communicates to all stakeholders that student learning is central to the district's mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to improve learning	motivates stakeholders to seek continuous improvement and innovation in student learning to achieve the district's mission
<i>B. Promotes the systematic improvement of curriculum, instruction, and assessment.</i>	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	assures that decisions on curriculum, instruction, and assessment are guided by regular analysis based on objective data	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
<i>C. Assures that district policies, practices, and resources support student learning.</i>	does not align district policies, practices, and resources to support student learning	assures that existing district policies, practices, and resources are aligned to support student learning	uses data to seek improvements in district policies, practices, and resources to better support student learning	motivates principals and other administrators, teachers, and other members of the school community to seek improvement in district policies, practices, and resources to support student learning
<i>D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.</i>	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve student learning	creates or sustains a culture that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a sense of collective mission and efficacy in the improvement of student learning
<i>E. Gives a high priority to reducing achievement gaps.</i>	disregards or downplays the significance of achievement gaps	focuses attention on the need to maintain high expectations for each student and close achievement gaps	assures that improvement efforts include data-based strategies to analyze and address barriers to student learning and setting specific targets for closing achievement gaps	creates district-wide commitment to understanding and addressing achievement gaps, and demonstrates sustained progress in improving learning

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**Strand 2—Evaluation and professional development. *The superintendent...***

<b>Themes</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>A. Focuses evaluation and professional development on the improvement of student learning.</i>	pays little attention to staff evaluation and professional development to improve student learning	assures that the district has clear strategies for evaluation and professional development to improve student learning	uses evaluation and professional development strategically to promote candid and collaborative self-assessment of effectiveness	uses evaluation and professional development as a tool for challenging existing practices and improving student learning
<i>B. Implements effective procedures for staff evaluation.</i>	makes little effort to assure that teacher and principal evaluations are fair, meaningful, and consistent with state expectations	assures that teacher and principal evaluations are fair, meaningful, and consistent with state expectations	develops and supports processes for effective individual improvement efforts resulting from teacher and principal evaluations	evaluates teacher and principal evaluation processes systematically and collaboratively to assure effectiveness
<i>C. Develops systematic strategies for using professional development to improve student learning.</i>	does not design coherent professional development strategies linked to the district improvement plan	establishes strategies for aligning district professional development efforts with the district improvement plan	assures that district professional development activities are extensive, accessible, and focused on continuous improvement of teaching and student learning	evaluates professional development activities systematically and collaboratively to assure effectiveness in improving student learning
<i>D. Personally models effective professional development.</i>	does not have a written professional growth plan	models professional development by creating and implementing a written professional growth plan	engages in candid self-assessment of personal assumptions, values, beliefs, and practices that guide improvement of student learning	models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve student learning
<i>E. Builds leadership capacity to improve student learning.</i>	does not attempt to stimulate, mentor, or coach the professional development of principals and other administrators or other instructional leaders	takes steps to stimulate, mentor, or coach the professional development of principals and other administrators or other instructional leaders	guides principals and other administrators or other instructional leaders to assist the professional development of teachers	creates a district-wide culture that leads all staff to engage in continuous collaborative professional development focused on student learning