School ADvance
A Superintendent Evaluation System

For
Learning, Growth, and Adaptation
Today’s Workshop: School ADvance Superintendent Evaluation System

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Access the School ADvance Resources website:
http://www.goschooladvance.org/resources
Let’s start with you. Please share...

1. Your name and years on the Board

2. One thing you feel is working well for your district with Superintendent evaluation

3. One thing you want out of your new Superintendent performance evaluation system
Goals for Workshop

Our Goals:

• Introduce you to the System of School ADvance
• Guide you in aligning School ADvance to your district Goals and Priorities
• Work with interpreting the Framework and Rubrics
• Develop plans for implementing School ADvance
Purposes for Performance Evaluation

1. Achieve Organizational Goals, i.e. Student Outcomes
2. Stay focused on the most critical work
3. Guide learning, growth, and development
4. Make employment decisions

Why are they listed in this order?
A Sound Evaluation Process...

• Focuses both Board and Superintendent attention
• Aligns expectations of Superintendent with district goals
• Provides a sound basis for assessing the Superintendent’s performance
• Fosters ongoing dialogue between the Board and Superintendent
• Avoids surprises
• Contributes to a productive governance team
How does School ADvance Work?

• By establishing expectations up front
• By staying focused
• By engaging in ongoing dialogue
Working with the School ADvance Superintendent Evaluation Cycle
Evaluation Cycle for Superintendents

Together:
Establish Superintendent Performance Priorities

Ongoing Engagement & Communication About Work-in-Progress

Board:
Develop Summative Performance Ratings

Superintendent:
Present Summary of Work and Results to Board

Together:
Establish Process for Progress Monitoring

Together:
Determine Evidence to Document Superintendent Work

Superintendent:
Self-Assess and Establish Growth Plans
Adapting to the School ADvance Evaluation Cycle

Establish an Evaluation Cycle that meets your needs – just remember, to “front load” the process:

1. Decide how to transition to the new cycle
2. Clarify when/how to carry out each phase
3. Establish the process for ongoing Board and Superintendent dialogue
Let’s Get You Started

1. Your Superintendent and Board President met prior to help get the process started for the full Board

2. They discussed your district’s long term goals and identified some areas of potential focus for the next cycle in the evaluation process

3. Tonight, we will examine those areas of focus and match them to a set of School ADvance evaluation characteristics
First, let’s review how to ensure a solid game plan:

1. Discuss which long term goals and strategies will take priority focus for the next evaluation cycle

2. Decide what progress you want to achieve on those priority areas
Be sure the Superintendent’s performance priorities:

- **State the impact you expect:** Define the expected change in outcomes or conditions
- **Are relevant:** Based on long-range strategic goals
- **Are important:** Based on district data, they are the 3-5 most important areas for progress in this evaluation cycle
- **Are reasonable:** They are the next steps in the work to achieve your long-term goals and they are achievable in this evaluation cycle
Example of a Performance Priority

Superintendent Priority: Work to improve systems for collecting and using internal and external stakeholder feedback

(Domain 4, Factor A, Characteristic 3 – See slide 21)

Expected Impact: More and better data to support decision making

Relevance: State laws and SIP/DIP systems require the collection and use of staff, student, and parent feedback

Importance: Currently, the district has no consistent system for stakeholder feedback

Reasonable: In this evaluation cycle, identify one valid student feedback instrument for each program level and establish procedures for data collection and analysis
The Superintendent will need a work plan with strategies to achieve the annual goals and make progress toward long-term goals. The work plan should:

- **Draw upon evidence and/or research based strategies**
- **Build upon what has already been accomplished**
- **Be designed to grow district capacity**
- **Be achievable within the designated timeframe**
- **Become the basis for ongoing dialogue and engagement between the Superintendent and the Board**
Example Work Plan for the Priority

Work with Staff and Administrative Team to:

1. Complete an inventory of student feedback instruments already in use
2. Research options for valid age/grade appropriate student feedback instruments
3. Identify instruments that align best with district mission/vision/goals
4. Select best options and determine system for use
5. Build into district budget and school calendar
6. Collect first year base-line data and present base-line profile to board, staff, and admin team
7. Begin using profile to identify improvement targets
Working with the School ADvance Frameworks and Rubrics
The Organization of Domains, Factors, and Characteristics in the Rubrics

Color Key for Rubrics:

<table>
<thead>
<tr>
<th>Domains</th>
<th>Factors</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>(Areas of responsibility)</td>
<td>(Elements of Practice)</td>
<td>(Descriptors of Practice)</td>
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Superintendent and District Leader Framework 2.0

Domain 1 – Results
A. Growth targets on mandatory academic measures
B. Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics
C. Growth targets on valid, research supported behavioral measures associated with academic achievement
D. Growth targets on valid, research supported psycho-social measures associated with academic achievement

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student’s performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, E1, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.

Domain 2 – Leadership
A. Vision for Learning and Achievement
   1. Mission and Vision
   2. Goals and Expectations
B. Culture
   1. Values, Beliefs, Principles, and Diversity
   2. Language, Traditions, Celebrations, and Stories
C. Leadership Behavior
   1. Informed and Current
   2. Strategic and Systemic
   3. Fair, Legal, Honest, and Ethical
   4. Adaptive and Resilient

Domain 3 – Systems
A. High Quality and Reliability Instructional Program
   1. Guaranteed and Viable Curriculum
   2. Evidence Based and Differentiated Instruction
   3. Standards Based Assessment and Feedback
   4. Technology to Expand Learning Opportunity
B. Safe, Effective, Efficient Programs and Services
   1. Laws, Policies, and Regulations
   2. Processes and Procedures
   3. Resource Allocation and Management
   4. Personnel Policies and Practices
   5. Non-Instructional Technology

Domain 4 – Processes
A. Community Building
   1. Board Relations
   2. Leadership Team Relations
   3. Internal and External Stakeholder Relations
   4. Communications and Media Relations
B. Evidence Based Improvement
   1. Collaborative Inquiry
   2. Systematic use of Multiple Data Sources
   3. Data Systems
   4. Aligned Improvement, Monitoring, and Reporting

Domain 5 – Capacity
A. Human Development
   1. Professional Learning
   2. Leadership Development
   3. Performance Evaluation
   4. Productivity
B. Contextual and Political
   1. Contextual and Political Awareness
   2. Education and Advocacy
# The difference between Summative and Formative Rubrics

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<thead>
<tr>
<th>The Summative Rubrics</th>
<th>The Formative Rubrics</th>
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| • Used by the Board to develop the Superintendent’s performance profile | • Used by the Superintendent to develop and guide:  
  – self assessment  
  – formative growth plans  
  – evidence documentation |
| • Provides a single condensed description of each characteristic | • Provides added detail for each characteristic |
## Domain 4: Processes

### Factor A: Community Building

#### Characteristic 3: Internal and External Stakeholder Relations

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<td>4A3</td>
<td>Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community</td>
<td>And is highly visible in both the schools and/or the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district</td>
<td>And establishes systems to collect and interpret feedback and community data, inform the board and community of district issues and concerns, mobilize parent and community involvement, and establish community partnerships to achieve district goals</td>
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#### Characteristic 4: Communications and Media Relations

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<td>4A4</td>
<td>Communicates regularly with internal and external stakeholders and the media per district policy on areas of public concern and interest</td>
<td>And works with the board and/or leadership team to build a multi-faceted communications plan to engage and inform internal and external stakeholders and work with the media for ongoing and special or crisis situations</td>
<td>And works with the board and/or leadership team to enhance two-way communications with internal and external stakeholders, improve parent involvement, and refine or improve media relations</td>
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For more examples from the Superintendent and District Leader Summative Rubrics – See slides
School Advance for Simplicity

Each performance level builds on the previous one:

• **Ineffective** = does not meet the expectations for minimally effective

• **Minimally Effective** = demonstrates basic personal knowledge, compliance, competence or ownership and is beginning to develop systems or processes to support the work

• **Effective** = works to build administrator and staff (parents and/or students) knowledge, competence, and ownership and has established basic systems or processes to support the work

• **Highly Effective** = works to build leadership, expand ownership, foster innovation, or develop enhancements and is developing refined or enhanced systems and processes to support the work
Effectiveness Level Rating Activity

As a team, generate words that describe each level of effectiveness and the “evidence” that will be shared during the evaluation process

- **Minimally Effective = What “I do”** (I am increase my capacity to lead the work)
- **Effective = What “We do”** (I am developing the capacity for others do do the work)
- **Highly Effective = What “They do”** (I am cultivating shared leadership, innovation, and refinement of the work)
Rating Superintendent Performance

1. For 2017-18, 75% based on 10-11 evaluation characteristics from Domains 2-5 that best align to your Superintendent’s priority work for the year. Starting 2018-19, 60%.

2. For 2017-18, 25% based on Domain 1A: Student Growth based on the aggregate of the measures used for teacher growth ratings. Starting 2018-19, 40%.

3. Use a combination of:
   a. What you observe directly
   b. Data and work products the superintendent provides
   c. Feedback from staff, students, and parents the superintendent provides
   d. Your Superintendent’s self-assessment
What has your district relied on to rate the Superintendent’s performance?

- **Observation**
  - Notes from direct and indirect observations, videos, and photos

- **Feedback**
  - Data from perception and multi-rater instruments

- **Documentation**
  - Artifacts, work products, and data that show the work and/or impact of the work

- **Self-Assessment**
  - Self ratings based on reflection against performance standards
Essential to make valid judgments about the Superintendent’s performance

1. Ongoing dialogue between Board and Superintendent
2. Staying focused on priority goals
3. Evidence-based interpretations of the Superintendent’s work
4. Authentic ratings of the Superintendent’s performance
Reasons Boards Need to Rely Most on Demonstration

1. Board members have infrequent and inconsistent opportunities to directly observe the Superintendent’s work.

2. Incidental comments on the Superintendent’s work are rarely reliable.

3. Established goals and priorities provide a sound basis for the Superintendent to demonstrate his or her work.

4. Much of the evidence for the Superintendent’s work is embedded in the overall work of the district.

5. Demonstration is the norm for how CEOs provide evidence of their work to governing Boards.
Three Types of Evidence

1. **Work Accomplishments:**
   - Shows how the Superintendent carried out the annual goals and strategies

2. **Changes in the Conditions that Support or Impact the Teaching and Learning Process, e.g:**
   - Teacher and/or administrator performance and productivity
   - Parent engagement and learning/achieving related student behaviors
   - Staff, student, parent, and stakeholder feedback
   - Financial status, teaching and learning resources and facilities
   - School processes, systems, and programs
   - Progress implementing improvement strategies

3. **Changes in Student Performance and Growth Rates:**
   - Based on multiple academic measures
   - Based on behavioral, and social/emotional/psychological indicators and measures that influence academic performance
How and when the Superintendent demonstrates his/her work

1. Regular updates on work-in-progress on goals and strategies
2. Data that tracks district progress in achieving priority goals and student success indicators
3. Feedback from stakeholders
4. Self-assessments and Personal Growth Plans
5. Presentations by staff, students, parents, and/or other community stakeholders
6. End of evaluation cycle summary of accomplishments
Working with the School ADvance Superintendent Evaluation System
Establish Priority Performance Areas

1. Do this at the beginning of each evaluation cycle – some will carry over from one year to the next;
2. Agree to focus on no more than 2-3 priority long term or strategic goals;
3. Examine progress made to date and current status on each of the priority goals;
4. Agree on 3-5 Superintendent goals for each evaluation cycle (some may carry over);
5. Agree on which characteristics best match the annual goals and strategies;
6. Confirm the set of characteristics that will be used for the summative evaluation for that cycle and decide if any will be weighted
Working with the School ADvance Process for Developing a Consensus Rating for the Superintendent’s Performance
Components of Ratings 2015-16 through 2017-18

Core Curriculum Teachers
- State and Local Growth 25% Domain 1
- Professional Practice per Evaluation Instrument 75% Domains 2-5

Non-Core Curriculum Teachers
- Local Student Growth 25% Domain 1
- Professional Practice per Evaluation Instrument 75% Domains 2-5

Administrators
Must include:
- Student Attendance
- Teacher Evaluation (if the administrator evaluates teachers)
- Progress on school improvement plans
- Staff, student, parent feedback

Update: Under SB 103 (HB8). Growth will be 25% for 2015-16 Through 2017-18; then 40% in 2018-19.
The Superintendent’s Growth Rating

1. Must be based on same growth targets and measures as teachers;
2. Building administrators’ growth ratings are based on the teachers in that administrator’s building;
3. District administrators’ growth ratings are based on the teachers in the district;
4. Thus, the Superintendent’s growth rating is aggregated from teacher growth rating measures.
Growth ratings begin with...

1. An established district student success model
2. Data that shows where you need to improve student results
3. Establish improvement (growth) priorities a
4. Set long-term growth targets
5. Set achievable annual growth targets
Developing a Local Student Growth Model

1. The indicators come directly from your district student success model
2. The measures track student success on each indicator so you can:
   • Compare your local student data to State data (where appropriate)
   • Track student performance trends (not one year at a time)
   • Identify areas of student performance concerns
   • Set priorities for improving student performance
   • Set growth targets for student growth and student growth ratings
3. The right analytics are necessary to make decisions and judgements
4. The District should maintain a transparent system for determining student growth ratings
At the end of the Evaluation Cycle: The Summative Evaluation Profile

• Prepare by reviewing all evidence and previous dialogue
• Both the Superintendent and Board members draft summative ratings for each characteristic to be included in the final overall rating
• Rate characteristics based on preponderance of evidence
• Meet to review the evidence and draft ratings
• Use the consensus rating process to confirm final ratings
• Compute the overall rating using the district rating values
Consensus Rating Process Instructions

**Consensus Rating Activity**

1. Refer to the handout for consensus rating

2. Discuss the current process for arriving at the Superintendent’s final evaluation rating

3. Discuss the steps in the School ADvance process for arriving at the Superintendent’s final evaluation rating and how it will differ if any from your current practice
Worksheet for Developing Consensus Ratings

Superintendent and District Leader Evaluation Summative Rating Worksheet

Domain 2 – Leadership Profile

A. Vision for Learning and Achievement Factor
   1. Mission and Vision
   2. Goals and Expectations

Overall Rating: Vision for Learning and Achievement

B. Culture Factor
   1. Values, Beliefs, Principles, and Diversity
   2. Language, Traditions, Celebrations, and Stories

Overall Rating: Culture

C. Leadership Behavior Factor
   • Informed and Current
   • Strategic and Systemic
   • Fair, Legal, Honest, and Ethical
   • Adaptive and Resilient

Overall Rating: Leadership Behavior
Final Rating Example

Year One: 11 Characteristics Selected – no weighting
Results on a 4 point scale for domains 2-5:
2 characteristics @ ME: \(2 \times 2 = 4\)
7 characteristics @ E: \(7 \times 3 = 21\)
2 characteristics @ HE: \(2 \times 4 = 8\)
Total Points = 33
Average Rating for Domains 2-5: \(33 ÷ 11 = 3\) or Effective

For the student growth portion (Domain 1A) use the average rating for teachers for 2015-16 (based on current law that requiring the superintendent’s growth rating to be based on the aggregate of the teacher growth ratings for the district).

Final Rating Formula:
Student Growth = 25%; Performance Evaluation Rating = 75%
If the student growth rating is Effective, the formula would look like this:
Effective Growth = \(3 \times 1 = 3\)
Effective Performance Rating = \(3 \times 3 = 9\)
Overall Evaluation Rating = \(12 ÷ 4 = 3\) or Effective
Let’s look at two sample profiles
Sample Summative Profile 1

Domain 1 @ 25% + 4 Practice Domains @75%
Ensuring a “no surprises” final evaluation

Address all the following at the beginning of an evaluation cycle:

1. Which of the evaluation characteristics will you include in this year’s evaluation based on your top 3-5 goals?

2. Will you apply extra weight to any of the characteristics? Why? How much?

3. What types of work products, reports, and data will serve as evidence for each characteristic you will evaluate?

4. When, where, how will the Superintendent report on work in progress and share evidence of the work?

5. When will you provide the Superintendent the opportunity to present their self-assessment and summary of accomplishments?

6. When will you schedule a Board session to develop the consensus ratings?
Implementation Plan for School ADvance:

The Board President and Superintendent will discuss the plan for implementation with the full Board.
Closing Thoughts and Questions

Thank You!
Contact Us

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School ADvance Website:
www.goschooladvance.org

School ADvance Materials:
www.goschooladvance.org/resources2.0
Supplemental Slides

The next five slides provide additional excerpts from Domains 1, 2, 3, and 5 of the Superintendent and District Leader Summative Rubrics for further dialogue as needed during or after the Board training. Please refer to the actual summative rubrics for a complete set of Factors and Characteristics for each Domain.
## Domain 1 – Results

### A. Growth targets on mandatory state academic measures (both annual and interim assessments)*

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<tr>
<td>1A</td>
<td>Results on established growth targets show improvement, but fall short of meeting the targets</td>
<td>Results meet established growth targets</td>
<td>Results exceed established growth targets</td>
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### B. Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*

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<td>1B</td>
<td>Results on established growth targets show improvement, but fall short of meeting the targets</td>
<td>Results meet established growth targets</td>
<td>Results exceed established growth targets</td>
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### C. Growth targets on valid, research supported behavioral measures associated with academic achievement*

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<td>1C</td>
<td>Results on established growth targets show improvement, but fall short of meeting the targets</td>
<td>Results meet established growth targets</td>
<td>Results exceed established growth targets</td>
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### D. Growth targets on valid, research supported psycho, social, and/or emotional measures associated with academic achievement*

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<td>1D</td>
<td>Results on established growth targets show improvement, but fall short of meeting the targets</td>
<td>Results meet established growth targets</td>
<td>Results exceed established growth targets</td>
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*Growth targets should be expressed as a range rather than a single point target. If more than one growth target is set for any of Factors A-D, score each growth target separately and determine the algorithm for aggregating ratings on all targets for each Factor into one rating for that Factor. Also develop an algorithm for aggregating ratings on all Factors (A-D) into one overall Domain 1 rating base on statutory proportions of weight. See page 3 for further explanation. Also, see pages 3-4 for information on adapting Domain 1 for ISD/ESA use."
## Domain 2: Leadership

### Factor C: Leadership Behavior

#### Characteristic 1: Informed and Current

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<td>2C1</td>
<td>Uses evidence based practices to support the work of the district</td>
<td>And works with the leadership team, board, and staff as appropriate to identify and use evidence based practices to inform and achieve the district’s mission, vision, and goals</td>
<td>And cultivates shared leadership to identify, prioritize, and use research supported practices to inform and achieve the district’s mission, vision, and goals</td>
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#### Characteristic 2: Strategic and Systemic

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<td>2C2</td>
<td>Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district</td>
<td>And works with the leadership team, board, and staff as appropriate to organize district goals and strategies into a systemic plan with both short/long term priorities</td>
<td>And cultivates shared leadership to remain focused and persistent in achieving the district’s systemic plan</td>
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### Domain 3 – Systems

#### Factor B: Safe, Effective, Efficient Programs and Services

#### Characteristic 1: Laws, Policies, and Regulations

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<td>Maintains current knowledge of and acts in accordance with state and federal laws, safety regulations, employee contracts, and district policies</td>
<td>And works with the leadership team to inform and hold district personnel accountable for adherence to state and federal laws, safety regulations, employee contracts, and district policies</td>
<td>And works with the leadership team and board as appropriate to monitor, and evaluate district policies, regulations and procedures and maintain alignment with the district mission, vision, and goals as well as state and federal laws, safety regulations, and contractual agreements</td>
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#### Characteristic 2: Processes and Procedures

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<td>Works with the leadership team, board, and staff as appropriate to maintain and follow systems, processes and procedures to support district programs and services</td>
<td>And works with the leadership team, board, and staff as appropriate to monitor and solicit stakeholder feedback on the effectiveness and alignment of district processes and procedures to support district programs and services</td>
<td>And works with the leadership team, board, and staff as appropriate to adapt and improve district processes and procedures to support district programs and services as needed based on stakeholder feedback and monitoring data</td>
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#### Characteristic 3: Resource Allocation and Management

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<td>Maintains district-wide adherence to established fiscal and material resource management policies, systems, processes, and procedures</td>
<td>And works with the leadership team, board, and staff as appropriate to develop, monitor, and adjust fiscal and material resource management policies, systems, processes, and procedures as needed to achieve the district mission, vision, and goals</td>
<td>And works with the leadership team, board, and staff as appropriate to develop stakeholder support and collaboration in evaluating resource needs and advocating for additional resources where needed to achieve the district mission, vision, and goals</td>
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### Domain 3: Systems

**Factor B: Safe, Effective, Efficient Programs and Services**

#### Characteristic 4: Personnel Policies and Practices

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<td>Works with the leadership team, board, and staff as appropriate to follow and monitor district personnel practices, systems, and policies</td>
<td>And works with the leadership team, board, and staff as appropriate to align district personnel practices, systems, and policies with state/federal laws and the district’s mission, vision, and goals</td>
<td>And works with the leadership team, board, and staff as appropriate to evaluate and improve district personnel practices, systems, and policies based on monitoring and stakeholder feedback data</td>
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#### Characteristic 5: Non-instructional Technology

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<td></td>
<td>Ensures that the district develops and maintains an improvement and/or strategic plan that addresses technology for operations, communication, and non-instructional programs and services</td>
<td>And works with the leadership team, board, and internal/external stakeholders as appropriate to ensure that the plan reflects best practices to support operations, communications and non-instructional programs and services</td>
<td>And establishes processes for testing and evaluating innovative ideas and funding for improved operations, communications, and non-instructional program technologies</td>
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### Domain 5: Capacity Building

#### Factor B: Contextual and Political

### Characteristic 1: Contextual and Political Awareness

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<td>SB1</td>
<td>Maintains and uses current knowledge about the community, pertinent laws and regulations, and pending legislation to carry out leadership duties and responsibilities</td>
<td>And keeps district leaders and/or staff informed on pertinent information regarding the community, relevant laws and regulations, and pending legislation, and opportunities for advocacy with State and federal legislators</td>
<td>And informs the board, internal, and/or external stakeholders on pertinent information regarding the community, relevant laws and regulations, and pending legislation, and opportunities for advocacy with State and federal legislators</td>
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### Characteristic 2: Education and Advocacy

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<td>SB2</td>
<td>Assists the leadership team and/or board in examining education issues, establishing district positions that advocate for the best interests of students</td>
<td>And assists district leaders and/or board in communicating and explaining district positions on education issues to internal and external stakeholders, legislators and government officials</td>
<td>And assists district leaders and/or the board in developing advocates for district positions among community leaders, state and federal legislators, and government officials, and in educating the public on issues of critical concern</td>
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</tbody>
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