Washington Standards-Based Superintendent Framework©

Standard 1 — Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Builds commitment to the vision and mission.	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value of the vision, and leads efforts to resolve conflicts that may arise
B. Aligns district procedures and practices with the vision.	does not align district procedures and practices with the vision	aligns district procedures and practices with the vision	collaborates with staff to ensure that major decisions on curriculum, budgeting, staffing, and planning advance the vision	develops procedures and practices to ensure that the vision is systematically and routinely used to guide decisions on curriculum, budgeting, staffing, and planning
C. Holds board and staff mutually accountable for striving toward the vision.	does not hold staff and board accountable for honoring the vision	reminds staff and board periodically of the need to make decisions consistent with the vision	evaluates district procedures and practices systematically to ensure their alignment with the vision; expects principals and other administrators to do the same at the building level	creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision and hold each other mutually accountable for realizing it
D. Uses the vision as an indicator of progress.	does not use the vision as an indicator of progress	assesses progress toward the vision and uses it as an informal indicator of success	uses data to assess progress toward the vision and communicates results to the board, staff, and community	ensures that data is available and systematically used to assess progress toward the vision, to communicate results to the board, staff, and community and to formulate plans to bring about necessary changes
E. Develops explicit strategies and processes to study and improve the district's capacity to improve.	does not use cohesive strategy for guiding district improvement efforts	ensures that each district improvement project uses a continuous improvement cycle of planning, implementing, assessing, and revising	regularly analyzes results of the district's *collective* improvement efforts in order to identify organizational factors that support or hinder improvement	ensures district staff engage in continuous reflective analysis of improvement efforts in order to identify organizational factors that support or hinder improvement

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Standard 2 — Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

The superintendent...

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Recognizes and capitalizes on the diversity within the community.	does not recognize or capitalize on the presence of diverse groups in the community	ensures that all district staff have access to professional learning resources that enhance the necessary cultural competence to recognize and respect the needs of all students	implements strategies to help staff capitalize on the assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom	uses formal and informal partnerships with diverse groups to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of all stakeholders and integrate diverse representation into school and district decision-making processes
B. Increases district capacity to positively address cultural tensions or conflicts.	disregards cultural tensions or conflicts that negatively impact students	ensures that cultural tensions or conflicts are addressed in positive ways	ensures that principals and other administrators and teachers have the necessary skills to help students address cultural tensions or conflicts	sustains a climate in which members of the school community can constructively discuss and examine their own views on diversity to improve mutual understanding
C. Works to reduce opportunity and achievement gaps.	disregards or minimizes the existence of opportunity and achievement gaps among diverse groups	keeps staff attention focused on opportunity and achievement gaps and possible school-based solutions	systematically uses data to identify and implement instructional approaches and school and district practices that reduce opportunity and achievement gaps	establishes partnerships with families and community groups to leverage cultural knowledge and instructional strategies to eliminate opportunity and achievement gaps
D. Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.	does not examine district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	examines district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	guides staff to use equity audits to ensure that district procedures and practices adhere to principles of fairness, social justice, and human dignity	collaborates with board, staff and community to review results of equity audits and recommend steps to ensure fairness, social justice, and respect for human dignity for each member of the school community

Washington Standards-Based Superintendent Framework©

Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Advocates for student learning as the district's highest priority.	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 continuously improve learning	motivates stakeholders to pursue continuous improvement and innovation in student learning to achieve the district's mission
B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment.	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	ensures that decisions on curriculum, instruction, and assessment are guided by regular, objective data analysis	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
C. Ensures that district policies, practices, and resources support learning for each student.	does not align district policies, practices, and resources to support learning for each student	ensures that existing district policies, practices, and resources are aligned to support learning for each student	uses data to identify achievement gaps and seek improvements in district policies, practices, and resources to better support learning for each student	motivates members of the school community to seek improvement in district policies, practices, and resources to support learning for each student
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	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 of expectation that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a shared moral imperative for the continuous improvement of student learning

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The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.	does not develop and implement procedures and practices that ensure the safety and well-being of students, employees, and volunteers	develops and implements procedures and practices that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	involves members of the school community in developing procedures and practices that address threats to student, volunteer, and employee safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)
B. Develops and implements procedures and practices that advance a purposeful and safe learning environment.	does not develop and implement procedures and practices that ensure a purposeful and safe learning environment	develops, communicates, and implements procedures and practices that guide student behavioral expectations and disciplinary actions	engages parents, students, and staff in developing, implementing, monitoring and updating guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of policies and practice that guide student behavioral expectations and disciplinary actions
C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.	does not ensure that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals	develops and implements procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals	engages parents, teachers, students, and administrative staff in reflecting on and developing procedures and practices that promote a climate that is positive, friendly, and responsive to the needs of individuals	involves parents, teachers, students, and administrative staff in a data-based continuous improvement cycle for student and employee well-being and community satisfaction
D. Promotes the development of student agency in learning and community participation.	does not promote, monitor, or support efforts to develop student agency in learning and community participation.	promotes efforts to help students understand, articulate, and act on their own learning needs as well as participate in classroom/school decision making	ensures that curricular and co-curricular activities provide opportunities and support for development of student agency	collaborates with staff and students to conduct data-based evaluations of district efforts to help students understand, articulate, and act on their learning needs and participate in classroom/school decision-making
E. Articulates high expectations for ethical and professional behavior of district employees.	does not model or articulate expectations and monitor compliance for ethical and professional behavior in the district	models and articulates expectations for ethical and professional behavior by staff	guides administrators to model, articulate and reinforce high ethical and professional expectations for staff	elevates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable

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Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

The superintendent….

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Focuses evaluation and professional development on the improvement of student learning.	pays little attention to staff evaluation and professional development to improve student learning	ensures 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 to challenge existing practices to improve student learning
B. Implements effective procedures for staff evaluation.	makes little effort to ensure that staff evaluations are fair, meaningful, and consistent with state expectations	ensures that staff evaluations are fair, meaningful, and consistent with state expectations	develops and supports processes for effective individual improvement efforts resulting from staff evaluations	evaluates staff evaluation processes systematically and collaboratively to ensure effectiveness
C. Develops systematic strategies for using professional development to improve student learning.	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	ensures 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 with participants to ensure effectiveness in improving student learning
D. Personally models effective professional development.	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 professional growth	models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve professional growth
E. Builds leadership capacity to improve student learning.	does not attempt to stimulate, mentor, or coach the professional development of principals and other instructional leaders	takes steps to stimulate, mentor, or coach the professional development of principals and other instructional leaders	guides principals and 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
F. Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement.	does not promote or support development of professional learning communities that promote instructional improvement	establishes workplace conditions (time, resources, and vision) that empower and support professional learning communities focused on instructional improvement	establishes/sustains a professional culture characterized by trust, transparency, mutual accountability, and commitment to the vision	engages staff in a continuous improvement cycle to evaluate and enhance the effectiveness of the district's professional learning communities

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Standard 6 — Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	does not have communication strategies to inform families and community about district needs, goals and activities	develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities	develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community about the district's schools	empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities
B. Develops strategies to involve families and community members in the educational process.	does not involve families and diverse community members in the educational process	ensures district implementation of strategies to involve families and diverse community members through conferences, meetings, and volunteer activities	ensures district implementation of multiple strategies for involving families and community members in decision making about children's education	sustains or expands a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
C. Develops strategies for constructive resolution of conflicts with families and community members.	does not develop or implement strategies for constructively resolving conflicts with families and community members	ensures that the district has defined procedures allowing families and community members to express concerns and disagreements	develops the capacity of staff and board to maintain open lines of communication with families and community members, constructively resolve conflicts, and build consensus	creates a culture in which conflicts are reflectively addressed and viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution
D. Mobilizes community resources to support district goals.	makes minimal efforts to mobilize potential community resources to support district goals	builds relationships with community members and groups that lead to improved resources to support district goals	collaborates with community agencies to create cohesive networks of services to support district goals	provides evidence (e.g., surveys, volunteer rates, partnerships) of increased belief that the learning and well-being of children are community responsibilities
E. Engages board and community in planning, conducting, and building community understanding of levy and bond measures.	does not provide board with timely and helpful guidance on preparing levy and bond measures	helps board ensure that levy and bond measure preparations are conducted in legally correct and fiscally responsible manner	helps board ensure that levy and bond measures meet immediate fiscal needs and advance long-term district goals	engages board and community routinely in long-term planning processes to identify and support district educational and fiscal needs
F. Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues.	does not engage with local community members, government agencies, professional associations and other external groups	engages with local community members, government agencies, professional associations and other external groups	communicates to board, staff and community knowledge of emerging issues that affect the district	works with board and staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision

Washington Standards-Based Superintendent Framework[©]

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	does not systematically plan, implement, and monitor district operations	ensures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	collaborates with board and staff to analyze and modify the long-term plan to ensure that results support district priorities and superintendent goals
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals	collaborates with board, staff, and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years
C. Strategically manages human resources to support instructional improvement and other district goals.	does not efficiently or strategically manage human resources	ensures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	engages staff in a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and make changes as needed
D. Effectively manages key elements of district operations.	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	ensures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	engages staff in a continuous improvement process to review effectiveness of district operations and make changes as needed
E. Develops system for ensuring that employee performance meets district expectations.	does not ensure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	ensures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	engages staff in a continuous improvement process for employee performance

Washington Standards-Based Superintendent Framework[©]

Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	does not articulate or adhere to the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
B. Honors board policy.	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
C. Provides the board with timely information.	does not provide the board with timely information needed for effective board decision-making	ensures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
D. Treats all board members fairly, respectfully. and responsibly.	favors certain board members or is unresponsive to board members' perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
E. Provides necessary support for effective board decision-making.	does not establish and implement effective procedures for board meetings	ensures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to ensure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
F. Builds strong team relationships with the board.	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change