Next Generation
Effectiveness Standards
for Kentucky School Superintendents

Prepared by

KASA
THE SCHOOL LEADERS ASSOCIATION

In partnership with the
Kentucky Department of Education

June 11, 2024

Historical Overview

In 2011-12, the Kentucky Association of School Administrators (KASA) began administering the state-required training and testing of new superintendents. As that work progressed, the need to more clearly define expectations for the performance of new superintendents became critical. KASA's Design Team for Onboarding New Superintendents asserted that a set of superintendent effectiveness standards focused on the emerging challenges of leading next-generation teaching and learning efforts were essential not only for new superintendents, but for experienced superintendents as well.

To that end, the Kentucky Department of Education sanctioned KASA's proposal to develop and pilot a set of superintendent effectiveness standards, beginning with the new superintendent training cohort of 2012-13 (Cohort 1). With KDE support, a series of revisions has occurred that has stream-lined the original standards. This revised work now serves as the framework for the "Superintendent Professional Growth and Effectiveness System" (S-PGES) for all Kentucky Superintendents.

Intent of the Standards

The Superintendent Standards are intended to serve as:

- a framework for understanding the many complex elements of a superintendent's work to help him/her focus on the most important aspects of the job;
- a roadmap for the ongoing professional growth and effectiveness of Kentucky's superintendents from career entry (required training for new superintendents) through career exit;
- a basis upon which support for new superintendents can be individualized based on demonstrated performance in particular standards and indicators; and
- a basis upon which the new superintendent's support team can decide about successful completion of the state's induction program.

The Standards rubric is intended to illustrate proficient performance on the part of a superintendent. The Standards are not intended only for new superintendents. Inherent in the Standards is also the notion that no one individual will likely possess these competencies and skills; instead, it is important to recognize that the strengths of individuals on the superintendent's leadership team should ideally complement the other members' experiences and skills.

Organization of the Standards

These Kentucky Standards are organized and formatted as follows:

1. **Standard —** A broad heading of the superintendent's knowledge, skills, and abilities
2. **Summary** — A statement which describes the content and rationale of the standard
3. **Practices**— A statement which describes the evidence of what one would observe the superintendent doing to address each standard
4. **Artifacts**— A list of examples of potential sources of evidence for each standard
5. **Competencies —** A list of competencies which support effective practices in addressing the standards (to be placed at end of document)

Effectiveness Standards

1. Strategic Leadership
2. Instructional Leadership
3. Cultural Leadership
4. Human Resource Leadership
5. Managerial Leadership
6. Collaborative Leadership
7. Influential Leadership

Synthesis of Standards

The Standards referenced in this document represent a synthesis of several sets of existing standards, including the North Carolina Standards for Superintendents (2007). The North Carolina Standards were adapted from a Wallace Foundation study, *Making Sense of Leading Schools: Study for the School Principalship* (2004). The S-PGES Kentucky Standards also reflect the research of the Mid-continent Research for Education and Learning's *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* (2006), and are also aligned with the following resources:

- ISLLC Standards-Educational Leadership Policy Standards as adopted by the National Policy Board for Educational Administration (NPBEA)
- Performance Planning and Review for Superintendent Evaluation, Kentucky School Boards Association
- Standards for Quality School Systems, AdvancED
- Practices of Exemplary Leadership (Kouzes and Posner) cross-walked to the Standards

Standard 1: Strategic Leadership

SUMMARY: The superintendent creates conditions that result in strategically reimaging the district's vision, mission and goals to ensure that each student graduates from high school, is globally competitive in post-secondary education and/or the workforce, and is prepared for life in the 21st century. The superintendent creates a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.

PRACTICES (Indicators): Operationalizing a shared vision for learning. The superintendent…

a. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations that result in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century**.** ***Vision-Relationships***
b. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals ***Vision-Monitor***
c. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district. ***Strategic Planning (Implementation)***
d. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of

Education and local priorities, using multiple sources of data. ***Strategic Planning (Monitoring/Evaluation)***

e. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan. ***Strategic Planning (Resourcing)***
f. Facilitates the implementation of federal, state, and local education policies. ***Policy***
g. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. ***Strategic Planning (Goals)***

ARTIFACTS

a. Comprehensive District Improvement Plan
b. Implementation and impact checks documentation
c. Agendas and updates on effective school improvement activities
d. Superintendent's Professional Growth Plan (PGP) aligned with state and local strategic priorities and objectives
e. Superintendent's Professional Learning Plan (PLP) aligned with personal areas for growth
f. Evidence that staff can articulate the district's direction and focus
g. Student performance data
h. "30-60-90-day" Plan
i. BOE Retreat agenda, meeting minutes, work sessions, retreats, and sessions with KSBA
j. Vision/mission work/Strategic Plan work
k. Implementation checks/plans
l. Policy revisions
m. Goal setting and monitoring activities of data

Standard 2: Instructional Leadership

SUMMARY: The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and each student graduates from high school college-and-career ready.

PRACTICES (Indicators): Putting student learning at the center. The superintendent…

a. Leads the District's philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets; ***Learning/Teaching Focus: High Expectations***
b. Models and applies learning for staff and students. ***Professional Learning***
c. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. ***High Expectations***
d. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. ***Strategic Planning (Goals)***
e. Demonstrates awareness of all aspects of instructional programs. ***Learning/Teaching Focus: High Expectations***
f. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology. ***Strategic Planning (Implementation)***

ARTIFACTS:

a. Comprehensive District Improvement Plans and Comprehensive School Improvement Plans
b. Professional development plans based on data (Use of early release and PD days)
c. TELL Survey
d. Student performance data

e. Formative and common assessments
f. Curriculum framework (K-12 alignment)
g. Walk-through documents and data collected
h. Implementation of instructional coaches
i. Minutes from content teacher-leader meetings
j. Participation at ISLN meetings
k. Participation at Co-op meetings

Standard 3: Cultural Leadership

SUMMARY: The superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. He/she works to understand the people in the district and community as well as their history and traditions as they move forward to support and achieve district goals. The superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.

PRACTICES (Indicators): Understanding and influencing the district's environment. The superintendent…

a. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operate from those beliefs. ***Stakeholder/Community Involvement***
b. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century. ***Stakeholder/Community Involvement***
c. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices. ***Vision/Beliefs***
d. Builds trust and promotes a sense of well-being between all stakeholders ***Stakeholder/Community Involvement***
e. Routinely celebrates and acknowledges district successes as well as areas needing growth. ***Celebration/Acknowledgment***
f. Supports and engages in the positive cultural traditions of the community. ***Stakeholder/Community Involvement***
g. Creates opportunities for staff involvement in the community and community involvement in the schools. ***Stakeholder/Community Involvement***
h. Creates an environment that values and promotes diversity. ***Diversity***

ARTIFACTS:

a. Tell Survey data
b. Teacher retention data
c. Student performance data
d. Awards structure developed by the district and schools
e. Community support of the district
f. School visit agendas
g. Opening Day message/agenda
h. Student interviews
i. Celebrations of successes for students and staff
j. Meeting agendas with various stakeholders
k. Messages that relay high expectations

Standard 4: Human Resource Leadership

SUMMARY: The superintendent ensures the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.

PRACTICES (Indicators): Managing systems and operations for staff. The superintendent…

a. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction. ***Resourcing***
b. Creates and monitors processes for educators to assume leadership and decision- making roles. ***Staffing***
c. Ensures processes for hiring, inducting and mentoring new teachers, new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles, and places staff in strategically effective positions. ***Human Resource Functions***
d. Uses data to create and maintain a positive work environment. ***Culture/Environment***
e. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs. ***Professional Learning***
f. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations. ***Evaluation***

ARTIFACTS:

a. TELL Survey and "ValEd"
b. Leadership Development Plans (for district administrators— EILA)
c. Student performance data
d. Administrators' professional growth plans
e. Number of teachers in the district with National Board Certification
f. Staff evaluation process and protocols
g. Minutes of instructional meetings with administrators
h. Brochures from job fair participation
i. Mentoring Program agendas
j. Description of Shadowing Program
k. Hiring Policy
l. District Professional Development Plan
m. Evaluation Plan

Standard 5: Managerial Leadership

SUMMARY: The superintendent ensures 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 decision about resources so as to meet the 21st century needs of the district**.**

PRACTICES Indicators): Managing district operations effectively and efficiently. The superintendent…

a. Prepares and oversees a budget that aligns resources with district visions and needs. ***Finance***
b. Identifies and plans for facility and technology needs. ***Capital Planning***

c. Continually assesses programs and resource allocation. ***Resourcing***

d. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology. ***Effectiveness and Efficiency***

e. Builds consensus and resolves conflicts effectively. ***Conflict Resolution***

f. Assures an effective system of districtwide communication. ***Communication***

g. Continually assesses the system in place that ensures the safety of students and staff. ***Safety/Security***

h. Works with local and state agencies to develop and implement emergency plans. ***Safety/Security***

ARTIFACTS:

a. External reviews and audits (e.g., budget, food service, transportation, federal programs, safety)
b. District/school safety and crisis plans
c. Community Emergency Response Plans
d. TELL Survey
e. Facility plan
f. District policy
g. Budget
h. Technology Plan
i. Meeting agendas and schedules
j. Evaluation implementation based on district certified evaluation plan
k. Energy Management Report
l. Departmental and program reviews

Standard 6: Collaborative Leadership

SUMMARY: The 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 goodwill**.**

PRACTICES (Indicators): Collaborating with and responding to diverse communities. The superintendent…

a. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools **Vision/High Expectations**

b. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success ***Stakeholder/Community Involvement***

c. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities ***Professional Learning/Stakeholder Involvement***

d. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school ***Stakeholder Involvement***

ARTIFACTS:

a. Minutes from school board meetings
b. Business partnerships
c. Membership and participation in community organizations (Ministerial groups, United Way, NAACP, Housing Authority, Parks & Recreation, Rotary, Kiwanis, United Way)

d. Media coverage of school and district accomplishments
e. Community college/university partnerships (professional development initiatives and dual credit courses)
f. Community speaking engagements
g. Attendance at local government meetings
h. Adult Education Council
i. Coop participation

Standard 7: Influential Leadership

SUMMARY: 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 for all students.

PRACTICES (Indicators): Working effectively with the Board of Education and the larger political structure. The superintendent…

a. Understands the political systems involving the district ***Political Context***
b. Defines, understands, and communicates the impact on proposed legislation ***Legal/Ethical***
c. Applies laws, policies and procedures fairly, wisely, and considerately ***Legal***
d. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities ***Legal***
e. Accesses local, state and national political systems to provide input on critical educational issues ***Political Context; Stakeholder/ Community Involvement***

ARTIFACTS:

a. School board policies
b. Handbooks – teacher and student
c. Superintendent's performance goals and Professional Growth Plan
d. Teacher, administrator and staff retention data
e. Parent, community, and staff survey data
f. Outreach efforts
g. Tax Hearing minutes
h. Meetings with legislators
i. Civic/community involvement

Resources

Educational Leadership Policy Standards: ISLLC (2008), National Policy Board for Educational Administrator (2007)
Individual Leadership Self-Assessment (ISLA)
Kentucky Department of Education
Kentucky Education Professional Standards Board
North Carolina Standards for Superintendents (2007) State Board of Education
Performance Planning and Review for Superintendent Evaluation, Kentucky School Board Association
Professional Standards for Educational Leaders (PSEL)
Standards for Quality School Systems (2012), AdvancED