



SUMMATIVE RUBRICS FOR DISTRICT LEADER/Superintendent

The Summative Rubrics provide administrators and their evaluators with a condensed version of the Formative Rubrics for either the principal or central office/superintendent evaluation (see School ADvance Administrator Evaluation User Manual).

This set of Summative Rubrics is organized around the four practice domains and nine practice factors for the central office/superintendent evaluation framework and provides statements that capture the major elements of each characteristic in collapsed form.

The Summative Rubrics match directly to the School ADvance performance evaluation framework and Formative Rubrics for either the principal or central office/superintendent position. The summative statements can be used as the basis for the summative performance assessment and the Formative Rubrics can be used for formative assessment work (e.g. self-assessment, conferencing and dialogue, observations, evidence portfolios, etc.) and to provide clarity for developing performance improvement or personal growth plans.

Each item in the Summative Rubrics collapses several characteristics listed within the Formative Rubrics for each of the performance factors. Because the descriptors are collapsed, users should refer back to the Formative Rubrics when there is a question about what a Summative Rubric item means or what might be observable or documentable evidence for that item.

NOTE: No Summative Rubric is needed or provided for Domain 1—Results.

Color Key for Rubrics:

Domain
Factor
Characteristic

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 1: Results			
Student Achievement: Based on student growth on academic measures			
Ineffective	Minimally Effective	Effective	Highly Effective
1A	Shows improvement in the percentage of district students who meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of district students who meet student achievement targets* on specified measures**; and/or
Teacher Performance: Based on student growth targets			
Ineffective	Minimally Effective	Effective	Highly Effective
1B	Shows improvement in the percentage of district teachers whose students meet established student achievement targets* on specified measures**; and/or	Meets established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**; and/or	Exceeds the established goal(s) for the percentage of district teachers whose students meet student achievement targets* on specified measures**; and/or
Achievement Gap Reduction/Elimination: Based on meeting targets for achievement gap reduction			
Ineffective	Minimally Effective	Effective	Highly Effective
1C	Shows improvement in reducing the size of identified achievement gaps for sub-groups of students on specified measures**; and/or	Meets established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or	Exceeds established goal(s) for the reduction of identified achievement gaps for sub-groups of students on specified measures**; and/or
Overall Progress on District School Improvement Plan: Based on school improvement targets			
Ineffective	Minimally Effective	Effective	Highly Effective
1D	Shows improvement on identified district process and program improvement targets based on the district's school improvement plan***	Meets established annual school process and program improvement targets based on the district's school improvement plan***	Exceeds established annual school process and program improvement targets based on the district's school improvement plan***

Explanations of Page 1 asterisk items for District Results

*This approach allows the district to establish student achievements targets for the district and each school based on the student achievement data for that school. Targets can be set around fixed student achievement levels, annually adjusted student achievement levels, and/or fixed or annually adjusted levels of growth in student achievement. **Where possible, School ADvance recommends that student achievement targets be set around individual student growth using a robust statistical algorithm that accounts for variability in student and other factors. This may require technical assistance through a qualified statistician or the purchase of data analysis services through a qualified source.** Additionally, this approach allows the district to combine the student achievement target goals with target goals pertaining to the percentage of teachers and/or students who meet those targets. In this fashion, the above rubric can be customized based on the student achievement status of each school and/or the teacher performance status of each school.

**This approach allows the district to establish and specify what national, state, and local measures will be used for each school or program level, based on that school's student achievement profile, the school curriculum, and the status of teacher performance.

***This approach allows the district to establish both student and school level process/program improvement targets based on the district's school improvement plan. This approach also allows the district to use a combination of student achievement, school process data, student engagement, attendance, behavior, perception, and other data as appropriate and available to monitor progress on the district's improvement plan.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
2A1	Maintains and communicates an informed vision of success for all students	<i>And</i> , engages stakeholders for shared commitment and responsibility to achieving a shared and informed vision of success for all students	<i>And</i> assists all stakeholders in maintaining focus, commitment, and consistent monitoring to achieve the shared and informed vision of success for all students
Characteristic 2: Goals and Expectations			
Ineffective	Minimally Effective	Effective	Highly Effective
2A2	Establishes, stays focused on, and monitors own performance related to clearly articulated goals and expectations of success for all students	<i>And</i> works with the board, administration, and staff to establish and monitor shared goals and high performance expectations in service of the district mission and vision for student success	<i>And</i> works with parents and other community stakeholders to establish and monitor progress on shared goals and high performance expectations in service of the district mission and vision for student success

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 2: Leadership			
Factor B: Culture			
Characteristic 1 :Values, Beliefs: Principles, and Diversity			
Ineffective	Minimally Effective	Effective	Highly Effective
2B1	Holds, communicates, and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> assists the board in establishing district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others	<i>And</i> works with district leaders, staff, students, parents, and the community to develop shared district values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others
Characteristic 2 :Language, Traditions, Celebrations, and Stories			
Ineffective	Minimally Effective	Effective	Highly Effective
2B2	Uses a variety of means to celebrate, communicate, and build upon the history, traditions, mission, and vision of the district	<i>And</i> works with the board, administration, staff and students to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district	<i>And</i> works with the board, administration and staff to engage and enlist students, parents and the community in celebrating the district and community's shared history, traditions, accomplishments, and future aspirations.

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 1: Informed and Current			
Ineffective	Minimally Effective	Effective	Highly Effective
2C1	Takes personal responsibility to stay informed on evidence based practices to support his/her personal leadership and the work of the district	<i>And</i> guides the board, administration, and staff to stay informed on evidence based practices to support the work of the district and establish district and school goals	<i>And</i> works with the board, administration and staff to use multiple sources of evidence to establish priorities among research supported practices to inform the work of the district and establish district and school level goals
Characteristic 2: Strategic and Systemic			
Ineffective	Minimally Effective	Effective	Highly Effective
2C2	Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the district	<i>And</i> works with administration and staff to establish and maintain focus on both short/long term priorities and systemic strategies that align with school and district goals	<i>And</i> works with the board to develop and remain focused and persistent in achieving a systemic plan that increases compatibility and sustainability of district priorities and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 2: Leadership			
Factor C: Leadership Behavior			
Characteristic 3: Fair, Legal, Honest, and Ethical			
Ineffective	Minimally Effective	Effective	Highly Effective
2C3	Conducts his/her work in a fair, legal, and ethical (i.e. professional) manner	<i>And</i> assists the board in holding district personnel accountable for fair, legal, and ethical conduct	<i>And</i> works with the board, administration, staff, students and parents to establish district policies, practices, and culture that support fair, legal, and ethical conduct
Characteristic 4: Adaptive and Resilient			
Ineffective	Minimally Effective	Effective	Highly Effective
2C4	Maintains effective personal work habits and adopts new skills and practices as needed to be effective in his/her work	<i>And</i> models and sets expectations for administration and staff to use habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency	<i>And</i> works with the board to recognize and reward habits of reflective practice, personal growth, adaptation, renewal, reliability, and consistency

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 3: Systems Alignment			
Factor A: High Quality and Reliability Instructional Program			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	Minimally Effective	Effective	Highly Effective
3A1	Ensures that staff understand and use the district curriculum consistently and appropriately to plan and deliver instruction	<i>And</i> ensures that the district curriculum aligns with state and national standards and is appropriate for all district students	<i>And</i> works with building leaders to ensure that the district curricular and extra-curricular programs are appropriate for the student population and understood by all students and parents
Characteristic 2: Research Based and Differentiated Instruction			
Ineffective	Minimally Effective	Effective	Highly Effective
3A2	Establishes processes for teachers and administrators to identify and apply evidence-based instructional practices	<i>And</i> works with district leaders to establish expectations and support for differentiated instruction and intervention using evidence-based strategies to meet the needs of all students	<i>And</i> establishes reliable processes for teachers to regular monitor, evaluate, adapt, and improve instructional strategies to meet the needs of all students

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 3: Systems Alignment			
Factor 3: High Quality and Reliability Instructional Program			
Characteristic 3: Standards Based Assessment and Feedback			
Ineffective	Minimally Effective	Effective	Highly Effective
3A3	Develops the knowledge and skill of teachers and administrators in applying effective assessment and feedback practices	Ensures that teachers and administrators use effective assessment and feedback practices to improve student learning	<i>And</i> establishes a fully coordinated and comprehensive district assessment and feedback system that guides teachers and administrators in using assessment results to improve student learning
Characteristic 4 :Technology to Expand Learning Opportunity			
Ineffective	Minimally Effective	Effective	Highly Effective
3A4	Ensures that the district develops and maintains a technology plan that addresses technology for teaching, learning, and school operations	<i>And</i> works with administration and staff to ensure that the plan reflects best practices for expanding and enhancing learning access and opportunity for students	<i>And</i> provides advocacy and opportunity for administrators, staff, and students to pursue and implement innovative uses of technology to achieve district goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 3 – Systems Alignment			
Factor B: Safe, Effective, Efficient School Operations			
Characteristic 1: Policies and Laws			
Ineffective	Minimally Effective	Effective	Highly Effective
3B1	Maintains current knowledge of and acts in accordance with state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> works with district leaders to inform and hold district personnel accountable for adherence to state and federal laws, school safety practices, employee contracts, and district policies	<i>And</i> works with the board and district leaders to align and monitor district policies, regulations and procedures with the district mission, vision, and goals as well as state and federal laws and contractual agreement
Characteristic 2: Systems, Processes, and Programs			
Ineffective	Minimally Effective	Effective	Highly Effective
3B2	Trains district leaders and monitors adherence to state, federal, and district laws, policies, and program requirements	<i>And</i> works with district leaders to maintain and improve systems alignment and solicit stakeholder feedback on the effectiveness of district and school programs, services, policies, processes, and procedures	<i>And</i> works with district leaders, staff, and stakeholders to update and adapt district programs, services, policies, processes and procedures as needed to support the district’s mission, vision, and goals and remain consistent with current laws.
Characteristic 3: Fiscal and Material Resource Management			
Ineffective	Minimally Effective	Effective	Highly Effective
3B3	Maintains district-wide adherence to established fiscal and resource management policies, systems, and processes, and procedures	<i>And</i> works with the board and administration to establish policies and procedures for fiscal and resource management that include processes for multiple year tracking, alignment and realignment, communication, and future projections	<i>And</i> works with the board to establish fiscal and resource management goals that support the district mission and vision, maintain transparency with all stakeholders, establish update and replacement systems for hard assets, and seek out/secure new resources

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 3: Systems Alignment			
Factor B: Safe, Effective, Efficient School Operations			
Characteristic 4: Human Resource Management			
Ineffective	Minimally Effective	Effective	Highly Effective
3B4	Works with the board and district administration to align and follow district personnel practices with state/federal laws, district policies, job descriptions, employment policies, and contracts	<i>And</i> works with the board and administration to provide training to district personnel regarding effective, hiring, assignment, promotion, discipline, dismissal, and performance evaluation policies, practices, and procedures	<i>And</i> works with the board and administration to evaluate and improve district hiring and employment practices and align district roles and responsibilities to achieve the district's mission, vision, and goals
Characteristic 5: Non-instructional Technology			
Ineffective	Minimally Effective	Effective	Highly Effective
3B5	Establishes a district technology plan with goals and strategies for operations and communications and ensures that the district maintain up-to-date communications through web sites and telecommunications tools	<i>And</i> establishes a regular cycle for evaluating non-instructional technology resources, examining new options for improved operations and communications, and refining web-based and telecommunications resources	<i>And</i> establishes processes for testing and evaluating innovative ideas and funding for improved operations and communications technologies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 4: Processes			
Factor A: Community Building			
Characteristic 1: Board Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A1	Works to build positive relationship with the board, establish the district mission, vision, and goals, conduct effective board routines, and engage internal and external stakeholders	<i>And</i> assists the board to enhance internal board relations, monitor progress in achieving the district mission, vision, and goals, and follow effective board routines and procedures, and work effectively with internal and external stakeholders to achieve district goals	<i>And</i> works with the board to enhance relationships and communications with internal and external stakeholders, refine board routines and processes, and improve levels of engagement with internal and external stakeholders to achieve the district's mission, vision, and goals
Characteristic 2: Leadership Team Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A2	Works with district leaders to build productive relationships and follow established processes and administrative work routines to carry out the district mission, vision, and goals and engage internal and external stakeholders	<i>And</i> works with district leaders to build effective leadership team relations and operations in service of the district mission, vision, goals, and both internal and external stakeholders	<i>And</i> works with the leadership team to systematically evaluate and refine leadership team operations for working and communicating with internal and external stakeholders and carrying out the district mission, vision, and goals

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 4: Processes			
Factor A: Community Building			
Characteristic 3: Internal and External Stakeholder Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A3	Demonstrates current knowledge about the district and community and maintains open, responsive, and respectful interactions with parents, students, and the community	<i>And</i> is highly visible in both the schools and the community, encourages parent and community involvement in the schools, and solicits student, parent, and community feedback to inform the work of the district.	<i>And</i> 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 establish and achieve district goals and better serving students
Characteristic 4: Communications and Media Relations			
Ineffective	Minimally Effective	Effective	Highly Effective
4A4	Communicates regularly with internal and external stakeholders and the media on student achievement, ways to be involved, and other areas of public concern	<i>And</i> works with the board and administration to build a multi-faceted communications plan to keep both internal and external stakeholders informed, involved, and knowledgeable about the district and the schools	<i>And</i> works with the board and administration to establish a regular system of two-way communications with parents and the community, involve parents in their child's education, and work with the media for ongoing and special or crisis situations

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 4: Processes			
Factor B: School and District Improvement			
Characteristic 1: Collaborative Inquiry			
Ineffective	Minimally Effective	Effective	Highly Effective
4B1	Establishes and participates in leadership and staff teams that examine student results	<i>And</i> works with district leaders and staff to challenge assumptions, raise questions, and develop and train personnel on analytical team processes for examining district data and establishing improvement goals	<i>And</i> trains district leaders to challenge assumptions, raise questions and conduct collaborative inquiry and data analysis processes that lead to creating SMART Goals, Action Research and other team processes designed to establish, carry out and evaluate improvement strategies
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	Minimally Effective	Effective	Highly Effective
4B2	Works with the board, district leaders, and staff to use multiple forms of data to identify district, school, program, and personal performance improvement targets, select strategies, and monitor progress	<i>And</i> works with the board, district leaders, and staff to establish personal, program, school, and district performance improvement targets and identify success indicators, progress benchmarks, and trends using student background, school process, and student achievement	<i>And</i> develops data experts to assist the board, district leaders and staff with achieving deeper understanding of program, student, and personnel performance data, and using data more effectively in developing improvement goals and strategies

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 4: Processes			
Factor B: School and District Improvement			
Characteristic 3: Data Systems			
Ineffective	Minimally Effective	Effective	Highly Effective
4B3	Is knowledgeable about and sets clear expectations for district personnel to use the district's data collection, storage, security, retrieval, and analysis systems to monitor student progress and program quality	<i>And</i> provides training and support for district leaders to learn, use, and provide evaluation feedback on district data systems for student assessment school improvement, progress monitoring, personnel evaluation, and results reporting	<i>And</i> provides training and support for teachers to learn, use, and provide evaluation feedback on district assessment and data systems and use the data systems to develop classroom and individual student learning profiles.
Characteristic 4: Aligned Improvement, Monitoring, and Reporting			
Ineffective	Minimally Effective	Effective	Highly Effective
4B4	Works with the board, district leaders, and staff to understand and follow the district school improvement, monitoring, and reporting processes and procedures	<i>And</i> works with the board, district leaders, and staff to provide training for and opportunities to evaluate the district school improvement, monitoring, and reporting processes and procedures	<i>And</i> works with the board, district leaders, and staff to ensure that all district planning and improvement processes are well aligned, yield compatible improvement plans, and are supported by district data, monitoring, and reporting systems

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 5: Capacity Building			
Factor A: Human Development			
Characteristic 1: Professional Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
5A1	Develops a personal growth plan and ensures that district leaders and staff create their own personal growth plans in accordance with the district performance evaluation and professional learning systems	<i>And</i> establishes processes for self and others to inform personal growth plans with data and research, work together to shape a professional learning culture, and develop an induction, mentoring and coaching program for administrators and teachers	<i>And</i> establishes, evaluates, and participates in a district professional learning system aligned with standards for professional learning and the district induction, mentoring, and coaching and personnel evaluation systems
Characteristic 2: Leadership Development			
Ineffective	Minimally Effective	Effective	Highly Effective
5A2	Works with the board and district leaders to involve staff in school decision making processes and develop staff, student, and parent leaders	<i>And</i> provides meaningful leadership roles for staff, students, parents and community members, training to develop leaders, and mentoring and coaching to support leaders.	<i>And</i> empowers emerging and established leaders, recognizes and supports their work, and celebrates their contributions

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 5: Capacity Building			
Factor A: Human Development			
Characteristic 3: Adaptation and Innovation			
Ineffective	Minimally Effective	Effective	Highly Effective
5A3	Seeks out, encourages, and recognizes adaptive and innovative ideas from district leaders, staff, students, parents, community members, and outside sources	<i>And</i> creates opportunities for district personnel, students, parents and community members to explore outside resources for innovative and adaptive ideas	<i>And</i> empowers district leaders, staff and others to test, evaluate, and disseminate innovative and adaptive ideas that help achieve district goals and works with the board to recognize and reward those contributions
Characteristic 4: Performance Evaluation			
Ineffective	Minimally Effective	Effective	Highly Effective
5A4	Ensures that district personnel understand and follow all state laws and district personnel evaluation processes and procedures including the conduct of observations and feedback and development of personal growth or individual development plans (IDP)	<i>And</i> works with the board and district leaders to align staff, principal, and central office evaluation processes with state requirements and research based practices and provide training and coaching to all district personnel on the district performance evaluation system	<i>And</i> works with the board, district leaders and staff to monitor and evaluate the district evaluation system, including evidenced based performance portfolios, supervisor and peer observations, conferencing, mentoring and coaching, and team based performance improvement

SUMMATIVE RUBRICS—DISTRICT LEADER/Superintendent

Domain 5: Capacity Building			
Factor B: Contextual and Political			
Characteristic 1: Contextual and Political Awareness			
Ineffective	Minimally Effective	Effective	Highly Effective
5B1	Maintains and uses current knowledge about the community, State and federal education laws, pending legislation, Michigan Department of Education regulations, and local State and federal legislators	<i>And</i> keeps district leaders and staff informed on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators	<i>And</i> informs the board and community leaders on pertinent information regarding the community, State and federal laws and guidelines, legislative matters, and opportunities for advocacy with State and federal legislators
Characteristic 2: Education and Advocacy			
Ineffective	Minimally Effective	Effective	Highly Effective
5B2	Assists the board in examining education issues, establishing positions that advocate for the best interests of students, and communicating those positions to legislators	<i>And</i> assists the board in communicating and explaining positions on education issues to internal and external stakeholders and legislators.	<i>And</i> assists the board in advocating their positions to community leaders, state and federal legislators, and government officials and in educating their public on issues of critical concern for students