

Superintendents (Ed 614.05) Self-Assessment Worksheet

Ed 614.05 Superintendents

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 614.05 SUPERINTENDENTS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) A superintendent program shall provide the student with the ability to use selection, retention and final evaluation procedures which will assure candidates for teaching and support positions possess the qualities of leadership, sensitivity, scholarship, along with human relations skills, and insights necessary for effective selection and continuing development of all school personnel.		
(b) The program shall provide the student with skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:		
(1) As relating to vision, mission and goals, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning and strong organization mission setting high expectations for every student that is shared and supported by the school community, including but not limited to:		
a. Creating the vision establishes high, measurable goals for all students and educators;		
b. Creating shared commitments in that the process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all school community members to implement vision and goals; and		

c. Monitoring and evaluating progress toward the vision, mission, and goals based on systematic evidence to foster continuous improvement and ensure that the vision, mission, goals and implementation plans are realized;		
(2) As relating to district culture and instructional programs, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by advocating, nurturing, and sustaining a district organizational culture and instructional program conducive to student learning and staff professional growth including, but not limited to:		
a. Promoting achievement and success of all students by monitoring and continuously improving teaching and learning, establishing a strong professional culture of growth, openness and collaboration wherein educators engage in analyzing student data and planning program improvements that result in closing achievement gaps;		
b. Providing support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;		
c. Developing shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs; and		
d. Promoting assessment and accountability by using various kinds		

<p>of information and assessments such as test scores, work samples, and teacher judgment, to evaluate student learning, effective teaching, and program quality resulting in communication of progress toward vision, mission, and goals;</p>		
<p>(3) As relating to district management, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by ensuring effective management of the organizational systems, finances, operations, and resources for a safe, efficient, high performing and positive learning environment, including, but not limited to:</p>		
<p>a. Using effective problem solving strategies to plan and maintain physical plant safety and student access, and evaluate and revise processes to continuously improve operational systems;</p>		
<p>b. Aligning fiscal and human resources by establishing an infrastructure for finance and personnel that directs resources toward teaching and learning, within federal and state rules, that recruits and retains quality personnel, addresses the diverse needs of students, and conducts personnel evaluation processes in keeping with state and local policies;</p>		
<p>c. Overseeing and directing labor relations, conflict resolution, collective bargaining, budget preparation and budget administration;</p>		
<p>d. Protecting the welfare and safety of students and staff by proactively involving parents, teachers, community members, and students to ensure a safe environment, and by addressing challenges to the physical and</p>		

<p>emotional safety and security of students and staff that interfere with teaching and learning;</p>		
<p>(4) As relating to district, school and community, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources to improve teaching and learning, including, but not limited to:</p>		
<p>a. Collaborating with families and community members by using effective communication strategies to engage parents, staff, families, and community members to participate in achieving the mission, vision, and goals for teaching and learning;</p>		
<p>b. Promoting community interests and needs by being actively involved with aspects of the greater district community using a variety of media, including various digital formats, to communicate with the community and capitalizing on diversity as an asset of the district community; and</p>		
<p>c. Building on community resources by developing mutually beneficial partnerships to secure community support to sustain existing resources and add new resources that address the emerging needs of students;</p>		
<p>(5) As relating to integrity and ethics, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by acting with integrity, fairness, and in an ethical manner, including, but not limited to:</p>		
<p>a. Following ethical and legal standards, behaving in a trustworthy manner consistent with legal standards, and using professional influence and authority to enhance education and the common good;</p>		

<p>b. Examining personal values and beliefs; assessing personal assumptions and practices that guide improvement of student learning; and modeling those behaviors in day to day practice; and</p>		
<p>c. Maintaining high standards for self and others, modeling lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies; and</p>		
<p>(6) As relating to social and cultural contexts, the candidate shall understand and demonstrate knowledge of, or competency in, promoting the success of all students by understanding, responding to, and influencing the larger interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs including, but not limited to:</p>		
<p>a. Exerting professional influence, improving the broader political, social, economic, legal, and cultural context of education for all students and families through active participation in the local community and the larger educational policy environment;</p>		
<p>b. Contributing to the educational policy environment and political support for excellence and equity in education, striving to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements, and effectively communicating with key decision makers in the community and in broader political contexts to support student learning; and</p>		

<p>c. Working with policymakers to inform and improve education policymaking and effectiveness of the public's efforts to improve education.</p>		
<p>(c) The program shall be flexible enough to allow for individualized programs of study and experience.</p>		
<p>(d) The program shall provide for a field-based experience that:</p>		
<p>(1) Requires application of theories and strategies learned in the course in the school setting;</p>		
<p>(2) Requires that the prospective superintendent experience the full range of administrative responsibilities for a superintendent.</p>		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED: 6-25-96

New. #6366, eff 10-30-96; ss by #8023, eff 7-1-04, EXPIRED: 7-1-12

New. #10247, eff 12-21-12