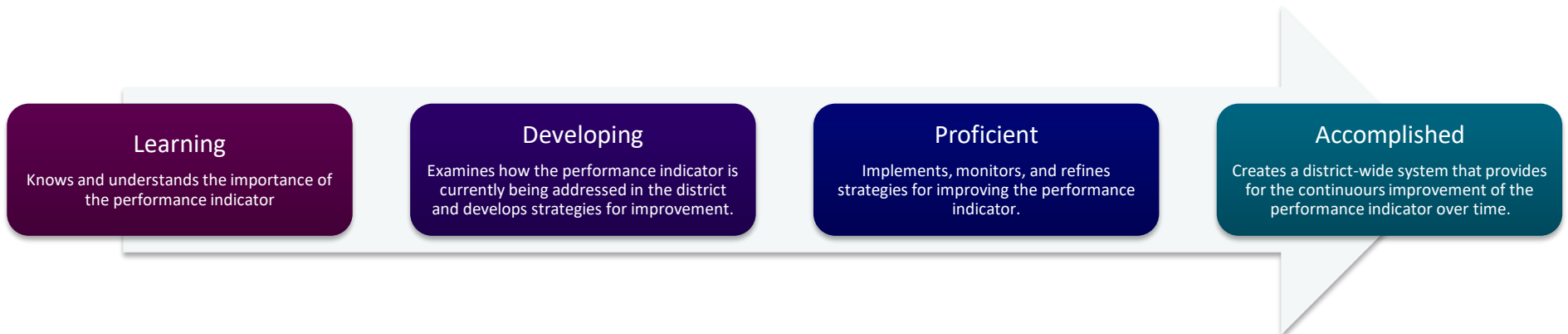# Growth Guide with Possible Sources of Data and Evidence

The purpose of the Growth Guide is:

1. To guide the superintendent's growth.
2. To describe the range of performance for each Performance Indicator.
3. To help the board and superintendent objectively determine performance ratings on the Performance Indicators based on the evidence presented.
4. To help the board and superintendent determine the areas of focus for the evaluation.
5. To help the board and superintendent determine the evidence, data, and artifacts to be used to evaluate the superintendent's performance and growth.

Things to know before using the Growth Guide:

1. The Process Manual includes step-by-step instructions for using the Growth Guide within Stages 1, 2, 3, and 4.
2. Growth is represented by moving from left (Learning) to right (Accomplished). Likely, every superintendent begins as Learning or Developing for each selected Performance Indicator. Improvement and change take time. The superintendent may take 2-5 years to move from Learning to Accomplished on a single Performance Indicator.
3. Selecting Performance Indicators where the superintendent is already Proficient or Accomplished is not advised. The governance team should maintain a focus on superintendent growth in performance over time, so choosing a Performance Indicator where the superintendent is already strong leads to no improvement.
4. It is not uncommon for superintendents to end the evaluation cycle in the Learning or Developing categories, and these ratings do not necessarily reflect poor performance. It does not automatically represent a concern if the superintendent begins and ends the year within the same category.

Learning
Knows and understands the importance of the performance indicator

Developing
Examines how the performance indicator is currently being addressed in the district and develops strategies for improvement.

Proficient
Implements, monitors, and refines strategies for improving the performance indicator.

Accomplished
Creates a district-wide system that provides for the continuours improvement of the performance indicator over time.

Possible Sources of Data and Evidence:

The Growth Guide provides a list of possible sources of data and evidence that may be used in the superintendent evaluation process. The possible sources of data and evidence are suggestions of items the superintendent may provide or do to give a clearer picture of how they are growing. The board and superintendent may decide to use any of the sources of data and evidence listed in the Growth Guide or provide their own.

The Superintendent as the Visionary Leader develops and implements a vision, mission, and goals for the district to guide the learning of all students.

Performance Indicator 1a: Develops a clear vision, mission, and measurable goals. [LC1]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of developing a clear vision, mission, and measurable goals for the district.	The Developing Superintendent also... Examines the current status of the vision, mission, and measurable goals of the district. Develops strategies for updating or creating a vision, mission, and measurable goals.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring the district has a clear vision, mission, and measurable goals.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of the vision, mission, and measurable goals of the district.
Possible Sources of Evidence			

- Documentation of process to develop a vision, mission, and/or goals
- List of stakeholders and their roles participating in vision, mission, and/or goal development
- List of meeting dates and meeting agendas focused on vision/mission/goal development
- Evidence of using stakeholder survey data to inform vision, mission, and goals

- Examples of communication related to vision, mission, and/or goal development
- Documentation of using committees and/or advisory councils related to goal development
- List of meeting dates and meeting agendas focused on vision/mission/goal review

Performance Indicator 1b: Communicates the vision, mission, and goals to all stakeholders. [LC2]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of communicating the vision, mission, and goals to all stakeholders.	The Developing Superintendent also... Examines the current status of how the vision, mission, and goals are communicated to all stakeholders. Develops strategies for communicating the vision, mission, and goals.	The Proficient Superintendent also... Implements, monitors, and refines strategies for communicating the vision, mission, and goals to all stakeholders.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of how the vision, mission, and goals are communicated to all stakeholders.
Possible Sources of Evidence			

- Documentation/evidence that the CSIP with vision, mission, and goals is visible throughout the district – for example, on the website – and displayed on internal and external communications
- Evidence the CSIP is accessible to stakeholders
- Meeting agendas with items that reference the CSIP vision, mission, and goals

- Webpage statistics reflecting views of CSIP vision, mission, and goals
- District Communication Plan reflecting vision, mission, and goals
- Documentation of on-going collaboration with students, staff, parents, community members, businesses, and district partner agencies – for example, presentations, podcasts, newsletters, meeting agendas, and summaries of town hall meetings and community forums

Performance Indicator 1c: Collects, analyzes, and interprets data to evaluate effectiveness of the district's vision, mission, and goals. [LC 3 & LC 30]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of collecting, analyzing, and interpreting data to evaluate the effectiveness of the district's vision, mission, and goals.	The Developing Superintendent also... Examines the current status of how the district collects, analyzes, and interprets data to evaluate the effectiveness of the district's vision, mission, and goals. Develops strategies to evaluate the effectiveness of the district's vision, mission, and goals.	The Proficient Superintendent also... Implements, monitors, and refines strategies for collecting, analyzing, and interpreting data to evaluate the effectiveness of the district's vision, mission, and goals.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of how data is used to evaluate the vision, mission, and goals of the district.
Possible Sources of Evidence			

- List of all data regularly collected by the district with time of year/schedule when collected & reviewed
- Minutes or presentations reflecting CSIP updates to the board
- Evidence of data shared in district communications – for example websites, newsletters, social media, etc.
- Building level data team meeting or professional learning community reports

- Data shared in board meetings and district communications
- Professional development plan that addresses areas for improvement related to CSIP goals
- Examples of district meeting agendas/minutes when data was analyzed and used for district decision-making by the board, administrators, teachers, etc.
- Minutes or presentation from annual CSIP review

The Superintendent as the Instructional Leader ensures a viable curriculum, effective instructional practice, the use of effective assessments, and promotes professional learning.

Performance Indicator 2a: Engages and supports staff in aligning district curriculum to state standards and within/across subject areas, grade levels, and courses. [LC4]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of aligning district curriculum to state standards and within/across subject areas, grade levels, and courses.	The Developing Superintendent also... Examines the current status of how the district aligns curriculum to state standards and within/across subject areas, grade levels, and courses. Develops strategies for engaging and supporting staff in aligning district curriculum.	The Proficient Superintendent also... Implements, monitors, and refines strategies for engaging and supporting staff in aligning district curriculum to state standards and within/across subject areas, grade levels, and courses.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of how staff are engaged and supported in aligning district curriculum to state standards and within/across subject areas, grade levels, and courses.

Possible Sources of Evidence

- Summary of review of district curriculum alignment with state standards
- Curriculum review and revision schedule
- Tools to support curriculum evaluation, development, and revision – such as process, forms, online framework, etc.
- Curriculum committees' meeting agendas

- List of curriculum committee members and roles
- Presentation of curriculum for board approval
- Staff meeting agendas with curriculum review topics reflected
- Building level data team/Professional Learning Team meeting reports
- Walk-through data summary that illustrates department and building continuity across all grades and content areas

Performance Indicator 2b: Supports staff use of a variety of research-based instructional practices. [LC5]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of using a variety of research-based instructional practices.	The Developing Superintendent also... Examines the current status of the research-based instructional practices used in the district. Develops strategies for supporting staff use of a variety of research-based instructional practices.	The Proficient Superintendent also... Implements, monitors, and refines strategies for supporting staff use of a variety of research-based instructional practices.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of supporting staff use of a variety of research-based instructional practices.

Possible Sources of Evidence

- Examples of research relevant to adult and student learning
- Evidence of professional development to learn and apply effective instructional practices in classrooms – for example, book studies, team meetings, peer coaching, etc.
- Agendas and notes from instructional coaches, professional learning, community, and data team meetings
- Professional development plan reflecting use of research-based strategies

- Agendas from administrator meetings with reports of data and results shared
- Agendas/presentations from internal and external trainings
- Walk-through data showing proof of research-based instructional practices being used
- Plan or calendar for systematically evaluating instructional practice effectiveness

Performance Indicator 2c: Ensures the use of formative, benchmark, and summative assessments. [LC7]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of using formative, benchmark, and summative assessments.	The Developing Superintendent also... Examines the current status of how the district is using formative, benchmark, and summative assessments. Develops strategies for ensuring the use of formative, benchmark, and summative assessments.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring the use of formative, benchmark, and summative assessments.	The Accomplished Superintendent also... Creates a district-wide system that ensures the use of formative, benchmark, and summative assessments.

Possible Sources of Evidence

- Examples of the superintendent's professional development on assessment – such as conference presentation, book read, webinar attended, etc.
- Walk-through data summary reflecting assessment practices being used
- District assessment plan
- Formative and summative assessment schedules

- District professional development on using formative, summative, and other assessments
- Agendas/meeting notes reflecting discussion of assessments
- Summary of feedback and follow-up with staff regarding assessment data

Performance Indicator 2d: Ensures multiple sources of student, school, and district-level data are used to improve student learning. [LC8]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of using multiple sources of student, school, and district-level data to improve student learning.	The Developing Superintendent also... Examines the status sources of student, school, and district-level data being used to improve student learning. Develops strategies for ensuring multiple sources of data are used to improve student learning.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring multiple sources of student, school, and district-level data are used to improve student learning.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of ensuring multiple sources of student, school, and district-level data are used to improve student learning.
Possible Sources of Evidence			

- Schedule and summary notes of classroom observations and walk-throughs by district and building-level leadership
- Examples demonstrating administrator and teacher use of student data – such as assessment results, work samples, etc. – to improve student learning
- Data team meeting summary notes
- District and state assessment trend data

- Use of Annual Performance Report (APR) and Building Performance Reports to determine growth in student learning
- Student discipline, suspension, and attendance trend data
- Curriculum and Instruction department data, instructional coach analysis, and evaluation of curricular materials

Performance Indicator 2e: Promotes a culture of continuous professional learning. [LC9]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of promoting a culture of continuous professional learning.	The Developing Superintendent also... Examines the current status of how the district promotes a culture of continuous professional learning. Develops strategies for promoting a culture of continuous professional learning.	The Proficient Superintendent also... Implements, monitors, and refines strategies for promoting a culture of continuous professional learning.	The Accomplished Superintendent also... Creates a district-wide system to promote a culture of continuous professional learning.
Possible Sources of Evidence			

- Staff survey summary results
- Schedule and summary notes of classroom observations and walk-throughs by district and building-level leadership
- Evidence of teacher and leader collaboration to improve student learning
- Peer observation schedules that show monitoring collective implementation of instructional strategies

- Professional development plan and schedule
- Professional development evaluation summaries, staff presentations, and reports
- Master school schedule documenting individual and collaborative planning times

The Superintendent as the Managerial Leader implements operational systems, oversees personnel, and ensures the equitable and strategic use of resources.

Performance Indicator 3a: Implements policies, procedures, and guidelines for the effective operation of the district. [LC11 & LC13]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of implementing policies, procedures, and guidelines for the effective operation of the district.	The Developing Superintendent also... Examines the current status of how the district is using policies, procedures, and guidelines for the operation of the district. Develops strategies to implement, update or create policies, procedures, and guidelines for the effective operation of the district.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring adherence to policies, procedures, and guidelines for the effective operation of the district.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of policies, procedures, and guidelines for the effective operation of the district.
Possible Sources of Evidence			

- Analysis of district and building schedules, routines, procedures, technology use, etc.
- Staff and student handbooks reflecting expectations and procedures
- Documentation of expectation, guideline, policy and procedure reviews and updates
- Analysis of district Learning Management System, Student Information System, and/or Parent Communications Plan
- Notes from meetings where expectations, guidelines, policies, and procedures are communicated to administration and staff
- Leadership Team Meeting notes that discuss how policy and procedure implementation is going

- Summary report, agendas, or meeting notes from visits to buildings and classrooms reflecting on effective learning environment
- Staff survey data results
- Summary of Success Ready Student indicators
- Discipline referral trend data
- Professional Development Plan and agendas
- Biannual trend reports of learning time evaluation by classroom and building
- Building signage outlining expectations, procedures, etc.
- Report of annual required staff training completion

Performance Indicator 3b: Ensures the district is in compliance with state and federal requirements for reporting and recordkeeping. [LC15]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of district compliance with state and federal requirements for reporting and recordkeeping.	The Developing Superintendent also... Examines the current status of how the district reports and retains records, and if it meets state and federal requirements. Develops strategies for ensuring the district is in compliance with state and federal requirements for reporting and recordkeeping.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring the district is in compliance with state and federal requirements for reporting and recordkeeping.	The Accomplished Superintendent also... Creates a district-wide system that ensures the district is in compliance with state and federal requirements for reporting and recordkeeping.
Possible Sources of Evidence			

- Annual independent audit report on compliance with Missouri laws & regulations (Schedule of Selected Statistics)
- Written reporting and record keeping procedures
- Documentation of Core Data and MOSIS submissions and data sources
- Documentation of staff cross training
- Organizational chart reflecting cross-trained staff for reporting and recordkeeping backup

Performance Indicator 3c: Ensures the effective management of fiscal and non-fiscal resources to support district goals and priorities. [LC16 & LC17]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of effective management of fiscal and non-fiscal resources to support district goals and priorities.	The Developing Superintendent also... Examines the current status of how the district is managing fiscal and non-fiscal resources. Develops strategies for ensuring the effective management of fiscal and non-fiscal resources to support district goals and priorities.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring the effective management of fiscal and non-fiscal resources to support district goals and priorities.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of ensuring the effective management of fiscal and non-fiscal resources to support district goals and priorities.
Possible Sources of Evidence			

- Program evaluation timeline and reports
- Annual budget reflecting support of CSIP goals
- Data reflecting effectiveness of program investment and expenditures related to growth in achievement
- Budget vs. actuals report reflecting final actual expenditures related to budget plan
- Long-range financial plan and projections
- Long-range facilities plan aligned with CSIP priorities
- Technology plan, including replacement cycle
- Surplus property procedural documentation
- Documentation of inventory control system for technology, vehicles, furniture, equipment, instructional materials, etc.

Performance Indicator 3d: Recruits, hires, and retains effective personnel. [LC12]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of recruiting, hiring, and retaining effective personnel.	The Developing Superintendent also... Examines the current status of how the district recruits, hires, and retains personnel. Develops strategies for recruiting, hiring, and retaining effective personnel.	The Proficient Superintendent also... Implements, monitors, and refines strategies for recruiting, hiring, and retaining effective personnel.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of recruiting, hiring, and retaining effective personnel.

Possible Sources of Evidence

- Analysis of "similar district" salary and benefits
- Summary and trend data for recruitment and retention
- Summary report of teachers with Performance Improvement Plans (PIPs)
- Certified and non-certified staff evaluation timeline and documents
- Missouri Leadership Development System (MLDS) training verifications
- Teacher and administrator mentorship program plan and evaluation summary
- Professional Development Plan

- Retention Plan, including employee recognition
- Salary schedules
- Classroom observation and walkthrough data
- Budget trends related to personnel (salary/benefits, PD, recruitment)
- Collective bargaining agreement
- Staff survey summary and trend data (climate/culture, exit interviews, etc.)
- Recruitment Plan including strategies for addressing diversity and equity

Performance Indicator 3e: Implements a state-approved educator evaluation system [LC6]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of a state-approved educator evaluation system.	The Developing Superintendent also... Examines the current status of how the district evaluates educators. Develops strategies for implementing a state-approved educator evaluation system.	The Proficient Superintendent also... Implements, monitors, and refines strategies for ensuring the use of a state-approved educator evaluation system.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of a state-approved educator evaluation system.

Possible Sources of Evidence

- Board policy regarding implementation and use of the educator evaluation model
- District educator evaluation committee meeting agendas
- Crosswalks between standards and evaluation model
- Documentation or meeting agendas provided to evaluators
- Induction communication – such as schedule, calendar, or rollout description
- Document from board or district outlining plan for providing feedback to teachers

- District program(s) designed to recognize and reward highly effective teachers
- District plan for probationary teachers vs. non-probationary teachers
- District support options for educators needing intervention
- Board policy or action statement(s) regarding human resource policies
- Teacher survey samples and/or results on district implementation of educator evaluation systems
- Evaluator survey samples and/or results on training opportunities and district implementation of educator evaluation systems

Performance Indicator 3f: Oversees the planning and management of district facilities and grounds. [LC10]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of the management of district facilities and grounds.	The Developing Superintendent also... Examines the current status of how the district's facilities and grounds are managed. Develops strategies for overseeing the planning and management of district facilities and grounds.	The Proficient Superintendent also... Implements, monitors, and refines strategies for overseeing the planning and management of district facilities and grounds.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of the planning and management of district facilities and grounds.

Possible Sources of Evidence

- Comprehensive facility needs assessment
- Staffing summary report reflecting in-field certification, effectiveness, and experience
- Maintenance schedules
- Cleaning protocol
- Facilities committee meeting minutes
- Data analysis results (district enrollment projections, facilities assessment, safety assessment, staff survey results, etc.)
- Facility Budget Reports
- Long range facilities plan
- District Safety Plan
- Bond campaign resources for capital improvements

The Superintendent as the Relational Leader interacts professionally with students, staff, families, the community, school board and governmental officials.

Performance Indicator 4a: Provides for the well-being of each student in the district. [LC19]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of providing for the well-being of each student in the district.	The Developing Superintendent also... Examines the current status of how the district is providing for the well-being of each student. Develops strategies for improving how the district provides for the well-being of each student.	The Proficient Superintendent also... Implements, monitors, and refines strategies for improving how the district provides for the well-being of each student.	The Accomplished Superintendent also... Creates a district-wide system that provides for the continuous improvement of supporting the well-being of each student.
Possible Sources of Evidence			
• Student, parent, and teacher climate and culture survey trend data • Examples of policy implementation that demonstrate fairness, reflective practice, and supports student well-being • Documentation of a collaborative revision process for handbooks and codes of conduct • Evidence of communication with out of district resources that support student well-being • Attendance and discipline trend data (broken down by demographic groups)		• Documented process for evaluating district culture and addressing school issues • List and/or evaluations of outside agencies/partnerships that address student well-being • List and/or evaluations of in-district supports and processes to address students' well-being • Evidence to show the development, implementation, and evaluation of district policies and procedures that support student well-being	

Performance Indicator 4b: Builds positive and ethical relationships with students in the district. [LC20]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of building positive and ethical relationships with students in the district.	The Developing Superintendent also... Examines the current status of how they are building positive and ethical relationships with students in the district. Develops strategies for building positive and ethical relationships with students in the district.	The Proficient Superintendent also... Implements, monitors, and refines strategies for building positive and ethical relationships with students in the district.	The Accomplished Superintendent also... Creates a district-wide framework to ensure all staff members build positive and ethical relationships with students in the district.
Possible Sources of Evidence			

- Professional development on building positive relationships with students
- Attendance and discipline trend data broken down by demographics
- Records of visibility and involvement throughout the district, including community events and celebrations that showcase students
- Examples of building positive relationships with students
- Outline of process used to engage student input, buy-in, and involvement in district decisions
- Student, parent/family, staff, and community survey data
- Documentation to show that student concerns are addressed in an equitable, effective, and efficient manner

Performance Indicator 4c: Builds positive and ethical relationships with staff. [LC21]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of building positive and ethical relationships with staff.	The Developing Superintendent also... Examines the current status of how they are building positive and ethical relationships with staff. Develops strategies for building positive and ethical relationships with staff.	The Proficient Superintendent also... Implements, monitors, and refines strategies for building positive and ethical relationships with staff.	The Accomplished Superintendent also... Creates a district-wide framework to ensure all staff members build positive and ethical relationships with one another.
Possible Sources of Evidence			

- Evidence to show visibility and involvement throughout the district and community events and celebrations
- Outline of process used to seek staff input, buy-in, and involvement in district decisions
- List of strategies to strengthen and sustain positive relationships with staff
- Summary of data gathered through structured interviews, superintendent advisory groups, committee meetings, etc., and how it was used
- Record of public recognition of staff accomplishments
- Staff climate and culture survey trend data

Performance Indicator 4d: Builds a positive and ethical relationship with the school board. [LC24]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent...	The Developing Superintendent also...	The Proficient Superintendent also...	The Accomplished Superintendent also...
Knows and understands the importance of building a positive and ethical relationship with the school board.	Examines the current status of how they are building a positive and ethical relationship with the school board. Develops strategies for building a positive and ethical relationship with the school board.	Implements, monitors, and refines strategies for building a positive and ethical relationship with the school board.	Creates a district-wide framework to ensure all staff members build positive and ethical relationships with the board.

Possible Sources of Evidence
<table><tr><td>   - Board Meeting and Work Session agendas and packets   - Example presentations to school board   - Norms collaboratively developed for communication between superintendent and board   </td><td>   - List of governance team professional development   - Board Self Evaluation results reflecting a positive and productive board & superintendent relationship and/or evidence of improvement   - Superintendent Evaluation goals, ratings, and board feedback   </td></tr></table>

Performance Indicator 4e: Ensures a culture of support and respect among students, staff, families, and the community. [LC22]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent...	The Developing Superintendent also...	The Proficient Superintendent also...	The Accomplished Superintendent also...
Knows and understands the importance of having a culture of support and respect among students, staff, families, and the community.	Examines the current status of how the district builds a culture of support and respect among stakeholders. Develops strategies for ensuring a culture of support and respect among students, staff, families, and the community.	Implements, monitors, and refines strategies for ensuring a culture of support and respect among students, staff, families, and the community.	Creates a district-wide system that provides for the continuous improvement of ensuring a culture of support and respect among students, staff, families, and the community.

Possible Sources of Evidence
<table><tr><td>   - Examples of the superintendent's professional development on this topic (i.e. conference presentation, book read, webinar attended, etc.)   - Stakeholder climate and culture survey trend data   - Reports to show visibility and involvement in events and celebrations throughout the district and community   - Results of strengths and opportunities for improvement culture analysis   - Record of public recognition of all stakeholder groups for school and district contributions   </td><td>   - Family, community, and school partnership plan aligned to CSIP to engage staff and community input, buy-in, and involvement in district decisions   - Trend data on family and community participation in school events   - Report of program/practice effectiveness that have been implemented based on culture analysis   - List of strategies to strengthen and sustain positive relationships with all stakeholder groups   - Trend data for disciplinary referrals, staff/public concerns, and complaints and grievances filed   </td></tr></table>

The Superintendent as the Innovative Leader continues professional growth, actively engages in reflective practice, and applies new knowledge and understanding to drive appropriate change.

Performance Indicator 5a: Demonstrates a commitment to personal on-going growth and development. [LC28]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of personal growth and development.	The Developing Superintendent also... Examines the current status of how they are growing and developing. Develops strategies for committing to personal on-going growth and development.	The Proficient Superintendent also... Implements, monitors, and refines strategies for committing to personal on-going growth and development.	The Accomplished Superintendent also... Creates a district-wide framework to ensure all staff members are engaged in on-going growth and development.
Possible Sources of Evidence			
• Superintendent's self-reflection summary of strengths and areas for improvement • Mentor schedule and report • List/summary of professional development attended		• List of newly acquired knowledge, skills, and strategies • Professional Growth Plan and evidence • Professional development presentations and materials used with staff • Impact data that demonstrates effect of superintendent's changes in practice	

Performance Indicator 5b: Connects and engages with professional organizations and associations. [LC27]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of connecting and engaging with professional organizations and associations.	The Developing Superintendent also... Examines the current status of how they are connecting and engaging with professional organizations and associations. Develops strategies for increasing their connections and engagement with professional organizations and associations.	The Proficient Superintendent also... Implements, monitors, and refines strategies for increasing their connections and engagement with professional organizations and associations.	The Accomplished Superintendent also... Creates a district-wide framework to ensure all staff members are engaged in professional organizations and associations.
Possible Sources of Evidence			
• Membership fees and dues documentation • Conference, workshop, or professional development registrations and agendas • Calendar of planned and completed professional organizations/associations event attendance		• Summaries of professional events attended • Strategies for sharing new knowledge learned with staff and professional colleagues • Professional development presentations and materials	

Performance Indicator 5c: Leads district improvement using innovative and effective change processes. [LC32]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of using innovative and effective change processes for district improvement.	The Developing Superintendent also... Examines the current status of the district and where it may need to improve. Develops strategies for leading district improvement using innovative and effective change processes.	The Proficient Superintendent also... Implements, monitors, and refines strategies for leading district improvement using innovative and effective change processes.	The Accomplished Superintendent also... Creates a district-wide system that provides for continuous district improvement using innovative and effective change processes.
Possible Sources of Evidence			

- Example of data-driven decisions to document progress and/or determine school goals and priority areas
- Student and/or parent survey results
- District and building professional development plan(s)
- State and district assessment data
- Outreach and communication plan(s)
- Sample newsletters, memos, articles, etc.

- Continuous School Improvement Plan
- Documentation of collaborative structures and processes in place for stakeholder engagement
- Presentation materials or documentation to update school board members on structures and procedures for district improvement
- Budgets and/or financial documentation demonstrating resource support of initiatives

Performance Indicator 5d: Understands, responds to, and influences the political, social, economic, legal, and cultural context. [LC25]

Learning	Developing	Proficient	Accomplished
The Learning Superintendent... Knows and understands the importance of the political, social, economic, legal, and cultural context.	The Developing Superintendent also... Examines and understands the current status of the political, social, economic, legal, and cultural context. Develops strategies for responding to, and influencing the political, social, economic, level, and cultural context.	The Proficient Superintendent also... Implements, monitors, and refines strategies for responding to-and influencing the political, social, economic, level, and cultural context.	The Accomplished Superintendent also... Creates a district-wide framework to ensure all staff members understand, respond to, and influence the political, social, economic, legal, and cultural context.
Possible Sources of Evidence			

- Examples of the superintendent's professional development on this topic (i.e. conference presentation, book read, webinar attended, etc.)
- Documentation of community interests and needs addressed through involvement and visibility
- Involvement in state and national organizations
- Examples of building positive partner relationships with local businesses and community organizations
- Examples of community resources addressing school/student issues

- Examples of communications to district about upcoming legislative decisions
- Strategies to strengthen and sustain positive relationships with key stakeholders and community partners
- Communication documentation with local, state and federal officials
- Evidence of participation on state and national committees
- District-wide advocacy plan that shows involvement of various district stakeholders