



EVIDENCE of EFFECTIVE PRACTICE

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

1A Collaboratively develop and implement a shared vision and mission

1B Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

1C Create and implement plans to achieve goals

1D Promote continuous and sustainable improvement through a systemic process of evaluation and plan revision

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ Classroom observation data ○ Assessment data ○ Teacher reports about implementation of initiatives focused on needs ○ Building level work samples to identify specific strengths and needs of students ○ Analysis of gaps between current outcomes and goals and areas for improvement on ACSIP ○ Surveys of parent, community, and staff understanding of district directions ○ School-wide summative & formative quarterly data ○ Leadership team minutes of meetings and action plans ○ Building plans reviewed for evidence of improvement plan's strategies ○ Evidence of formative walks (e.g., informal observations or CWT) with feedback to staff on the initiatives identified in the plan to ensure their implementation with fidelity ○ Evidence of strategies in the units of study contained in curriculum documents discussed in leadership meetings ○ List of fiscal, human, & technological resources used to accomplish the vision of learning ○ Information on celebrations that have occurred in response to learning growth and productive practices by both staff and students 	<ul style="list-style-type: none"> ○ A list of stakeholders participating in planning which identifies their diversity and the groups they represent ○ Minutes of visioning meetings with stakeholder input ○ Evidence of communication with stakeholders ○ Vision of learning results produced by stakeholders ○ Results of cause and effect data while monitoring school-wide strategies ○ Plan revisions with mid-course corrections ○ Evidence of plan review ○ Classroom observation data using BloomBoard that records the determined midcourse correction operational in the classroom ○ Building level review for the determined midcourse correction ○ Evidence of communication of district goals ○ District and school handbooks evidence coherent, cohesive plans ○ Newsletters, website, social media, etc. demonstrate varied communication strategies ○ ACSIP improvement plans ○ ACSIP data collected and analyzed ○ PD documentation demonstrating a response to data ○ School improvement reports to stakeholders ○ District Report Card

Arkansas Superintendent Evaluation System

Standard 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

2A Nurture and sustain a culture of collaboration, trust, learning, and high expectations. Nurture and sustain a culture of collaboration, trust, and learning

2B Create, promote and support a comprehensive, rigorous, and coherent curricular program

2C Create, promote and support a personalized and motivating learning environment for students

2D Supervise instructional program

2E Develop assessment and accountability systems to monitor student progress

2F Develop the instructional and leadership capacity of staff

2G Maximize time spent on quality instruction

2H Promote the use of the most effective and appropriate technologies to support teaching and learning

2I Monitor and evaluate the impact of the instructional program

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ Standards-based pacing guides and content maps implemented across content areas ○ Standards reports ○ Performance based rubrics used to provide feedback on student learning ○ The development, implementation, and analysis of common formative assessments to determine instructional focus at each level ○ Reviews of implementation plans with feedback ○ Agendas and minutes from high yield strategy training in team meetings ○ Shared research projects about CCSS ○ Discussion of lesson plans focused on engaging and authentic learning experiences in administrative council ○ CWT reports ○ Administrative team agendas demonstrating data analysis and improved instruction based on data ○ RTI documentation demonstrating differentiated learning experiences for students ○ PD agendas demonstrating differentiated staff learning experiences in alignment with students' learning needs ○ Plans to purchase and train staff in current technology and its use in learning ○ Improvement plans that include an array of research-based instructional practices ○ Classroom observations evidence from BloomBoard focused on students being provided multiple opportunities to demonstrate successful learning ○ Curriculum planning minutes documenting evidence of formative and summative data used for planning instructional improvements ○ Programs from student and staff recognition ceremonies or events 	<ul style="list-style-type: none"> ○ Pre/post culture surveys for student, staff, parent, & community ○ Needs assessment for ACSIP ○ Agendas from administrative team meetings & community meetings ○ Minutes from administrative meetings & community meetings ○ Social media, print media, and anecdotal information ○ Teacher peer observation and reflection analysis from BloomBoard ○ Formal & informal observation data with written and verbal feedback to teachers in line with state guidelines ○ Recalibration of administrators to ensure fidelity to assessment standards across observers ○ Mentoring records ○ Observable connection between planning, instruction, assessment, and reflection ○ Evidence of feedback in BloomBoard following observations or conversations with administrators ○ Providing time and resources for professional learning communities and RTI meetings ○ Evidence of revised formative or interim assessments based on data ○ Use of data displays to monitor progress of individual students, classes as a whole, and buildings ○ Evidence of feedback to teachers and administrators ○ Evidence from the Annual Report to the Public that celebrates success and identifies areas being improved ○ Summative assessment results ○ Feedback from the analysis of data in

<ul style="list-style-type: none"> ○ Evidence of teacher recognition for effective learning, i.e., National Board Certification, participation in state/national organizations, mentoring novice administrators. ○ Developing a system to encourage teacher leadership through PLCs and other active leadership roles. ○ Formal and informal observation records and discussion of lesson plans to determine the increased use of instructional time for relevant student learning through their engagement in the assignments ○ Analysis of the master schedule and bell schedule by the leadership team provide insight to issues related to interruptions or scheduling issues ○ Focusing building leaders' work with office staff to ensure comprehension of the importance of allowing teachers to teach and students to not be interrupted in their learning ○ Conducting parent, student, and staff surveys to determine their perception of practice ○ Evidence of teacher recognition for effective learning, i.e., National Board Certification, participation in state/national organizations, mentoring novice administrators 	<ul style="list-style-type: none"> Administrative/PLC/Data Team meetings ○ Allocating fiscal resources for the purchase, training, and maintenance of technology ○ Professional development calendar, faculty meeting agendas, PLC/data team agendas focused on the use of technology ○ Observation of classroom instruction reveals teachers and students engaged in technology use as a common practice ○ Staff meeting agendas focused on instruction and leadership ○ PLC agendas demonstrating staff growth ○ Evidence of how peer observation and coaching is utilized throughout the building to improve practice ○ Evidence of professional development led by teachers ○ Evidence of PGP data guiding PD offerings and implementation ○ Developing a system to encourage teacher leadership through PLCs and other active leadership roles.
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Arkansas Superintendent Evaluation System

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3A Monitor and evaluate the management of operational systems

3B Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

3C Promote and protect the welfare and safety of students and staff

3D Develop the capacity for distributed leadership

3E Ensure teacher and organizational time is focused to support quality instruction and student learning

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ Revisions are made to expenditures and distribution of funds based on an analysis of results ○ Budgets reflect equitable consideration of student learning needs, including technology ○ The audit report reflects effective financial management practices ○ A document (Could be the Improvement plan) demonstrating clear alignment between prioritized needs and the allocation of human, fiscal, and technological resources ○ Records and evaluations of implementation of staff development ○ Documentation of planned district programs and initiatives reviewed with the district leadership team ○ Revisions based on analyses of results from programs and initiatives ○ Record of meetings with district leadership team with evidence of analysis of various data reports pertaining to discipline and student achievement. ○ Evidence of staff accepting leadership roles within the building and district as a result of the superintendent's encouragement, feedback, and modeling of effective practices with staff as reflected in PD records, offices held, and other relevant records. ○ Evidence of students, staff, and community accepting leadership roles within the district as a result of the superintendent's encouragement and feedback ○ Records of meetings with board and community with evidence of analysis of various data reports pertaining to student achievement 	<ul style="list-style-type: none"> ○ Revisions to procedures based on analyses of inspection reports ○ Inspection of facilities are understood and endorsed by all affected ○ Work orders are submitted and addressed in a timely manner to ensure effective conditions for student learning ○ Inspection reports are reviewed by administrative team for implementation of recommendations ○ Staff/individual building/PLC meetings agendas related discipline data and discipline policies as they impact student learning ○ Staff meeting to review and analyze the Crisis Management Plan ○ Evidence of safety drill effectiveness ○ Analysis of reasons for discipline referrals, modifications to practices based on data, etc. ○ PD in crisis management techniques ○ Fire, tornado & other emergency drill records ○ Parent advisory committee meetings with details of discipline policy review and or safety reviews ○ Agendas, sign-in sheets, minutes for community meetings with this topic as a focus ○ Master schedule ○ Administrative team minutes and agendas ○ Staff surveys on effectiveness of PD as measured by impact on student learning ○ Student performance data ○ Collaborative building plans with evidence of reflection

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

4A Collect and analyze data and information pertinent to the educational environment

4B Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources.

4C Build and sustain positive relationships with families and caregivers

4D Build and sustain productive relationships with community partner

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ School celebrations (sign-in sheets, agendas, minutes) ○ Parent involvement training (sign-in sheets, agendas) ○ Academic awards for growth in performance and achievement at high levels ○ Reports to public through media ○ Documents from hosted community events ○ Evidence of appropriate assessment strategies and research methods to support cultural diversity within the school reflecting the community's cultural diversity ○ Agendas and opportunities for various cultures to share ○ Evidence of a variety of volunteers/resource speakers, encouraging a variety of methods to demonstrate mastery of content ○ Evidence of diverse community programs ○ Communications sent home reflect parents' native language, where appropriate ○ Samples of communication through a variety of social media (Twitter, Facebook, school web-page, etc.) ○ Evidence of frequent communication with the community about community resources available outside the school ○ Evidence that resources have been analyzed to ensure they convey the appropriate message, are frequent, and address all family types ○ School/Community Participation in health/wellness fairs ○ Evidence of shared funds and resources to host programs targeting educational, social, and community needs 	<ul style="list-style-type: none"> ○ Surveys (parent, student, staff, community) with analysis summary ○ Documentation of meetings (agendas, sign-in sheets, minutes) including parent nights, open house, report to public, etc. ○ ACSIP documents demonstrate an analysis of data complete with revised strategies and indicators ○ ACT and AP test analysis and next steps included ○ Interim assessments and diagnostics with an analysis summary ○ Community resources utilized by school and analyzed for effectiveness ○ Parent advisory committees established ○ Minutes of meetings reflecting the diverse needs of the community <ul style="list-style-type: none"> -Public meetings -Volunteer logs -Forums (sign-in sheets, agendas, minutes) ○ Family satisfaction surveys and participation in meetings and events (sign-in sheets, agendas, minutes) ○ Percent of students who actively participate in a school and community-based program

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5A. Ensure a system of accountability for every student's academic and social success

5B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

5C. Safeguard the values of democracy, equity, and diversity

5D. Consider and evaluate the potential moral and legal consequences of decision-making

5E. Promote social justice and ensure that individual student needs inform all aspects of schooling

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ Self-assessments ○ Staff surveys focused on implementation of vision and goals ○ Documentation of activities that respectfully lead others to examine assumptions ○ Documentation through discipline records, board action, messages presented of leadership modeling personal and professional ethics, integrity, justice, fairness or communication ○ Activities included in the superintendent's Professional Growth Plan to improve local deficits in expectations for maintaining high quality professional behavior ○ Documentation of superintendent's response when addressing existing issues of unethical behavior in rights of students and staff ○ Student/staff/parent/community surveys on equity and diversity addressed through district policies and actions ○ Handbook demonstrating that rules dealing with equity and diversity issues are included ○ Documentation of awareness concerning existing inequities in resources and steps taken to change the situation(s) ○ School plans, which reveal leadership actions to ensure responsible, decision making to maintain best practices for treatment of all students ○ Products from the changes made as a result of logical conclusions, high quality decisions and the resulting actions ○ Proof of participation in community activity to positively influence local understanding and cooperation for positive educational purposes and methods 	<ul style="list-style-type: none"> ○ Documentation of leaders modeling personal and professional ethics, integrity, justice, fairness or communication expecting the same of others ○ Evidence of protecting the rights and appropriate confidentiality of students and staff, especially protecting those with special needs ○ Proof of the use of professional influence and authority to enhance or improve education and the common good. <ul style="list-style-type: none"> -Sign-in sheets and agendas for PD on differentiated instruction -Interim assessment data including sub-group data -Emphasizing periodic review of AIPs -RTI review and implementation -Teacher collaboration and plans of actions -Emphasizing the importance of agendas and minutes of meetings to provide transparency ○ Evidence that the leader is personally motivated, optimistic, committed when balancing all leadership responsibilities and encouraging others to do the same as evidenced in surveys, volunteerism, and anecdotal comments ○ Documentation of Code of Ethics training and discussion following training

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

6A Advocate for children, families, and caregivers

6B Act to influence local, district, state, and national decisions affecting student learning

6C Assess, analyze and anticipate emerging trends and initiatives in order to adapt learning strategies

What data sources will provide evidence that this action is occurring?	
<ul style="list-style-type: none"> ○ Communication with key decision makers in the community, region or state ○ Active membership/participation in local civic, regional or state organizations ○ Active memberships in professional organizations (attends conferences, gives presentations) ○ Legislative involvement ○ Leading district level administrative teams ○ Documentation of changes in instructional practices that have been a result of leadership's inclusion of new research on best instruction ○ Timely responses to requests for information from community members about emerging issues or successes as a result of current practices ○ Evidence of support for public policies that directly address the present and future needs of children and families of the local school 	<ul style="list-style-type: none"> ○ Records of constructive discussions with the public about practices and policies that affect local education success; and ○ Documentation of the superintendent's actions as a result of an effort to change issues and/or trends that produce deficits in local learning ○ Evidence of activities to become informed about existing local economic, cultural and political issues that impact schools and using the information to benefit students, students' families and those who care for students. <ul style="list-style-type: none"> -Documentation of parent/community meetings -FINS petitions -Collaboration with mental health agencies