

Wyoming Standards and Benchmarks for Superintendents and District Leaders

Standard 1: Focus on maximizing the learning and growth of all students

Effective leaders ensure that their district's primary focus is on maximizing the learning and growth of all students.

- A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.
- B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.
- C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.
- D. Ensure a system of accountability for students' academic success and career readiness.
- E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.
- F. Lead the implementation of a high-quality student support and assessment system.
- G. Ensure high expectations for achievement, growth and equity in opportunities for all students.
- H. Work with staff to evaluate and use data to improve student achievement.

Standard 2: Instructional and assessment leadership

Superintendents lead the implementation of a rigorous and relevant curriculum and assessment system. They work collaboratively with educators to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and ensure that all adults have the necessary knowledge, skills, and dispositions to promote student success.

- A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.
- B. Work collaboratively to implement a common instructional framework that:
 - a. Aligns curriculum with teaching, assessment, and learning AND
 - b. Guides teacher conversation, practice, observation, evaluation, and feedback.
- C. Recognize a full range of pedagogy and monitor the impact of instruction.
- D. Establish instructional practice that is challenging intellectually, collaborative, relevant, acknowledges student assets, and is individualized.
- E. Promote the effective uses of technology to support teaching and learning
- F. Ensure the use of formative assessment data to inform instruction

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Standard 3 Developing and supporting a learning organization

Effective superintendents lead the implementation of a high-quality educator support and evaluation system. They are courageous, willing to make difficult decisions for the good of their organizations and the students. Effective superintendents have a solid understanding of adult learning. They create and support collaborative learning organizations to foster improvements in district systems, teacher practices and student learning. They focus on maximizing student outcomes and give such initiatives the time and support to work. They lead the evaluation of new and existing programs as part of a continuous improvement process.

- A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.
- B. Have a solid understanding of adult learning and ensure that all adults have the knowledge and skills necessary to promote student success.
- C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.
- D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.
- E. Lead the evaluation of new and existing programs as part of a continuous improvement process.
- F. Cultivate the competency, opportunities, and encouragement for teacher leadership across the district community.
- G. Facilitate high functioning groups of faculty and staff.

Standard 4: Vision, Mission, and Culture

Effective superintendents inspire and nurture a culture of high expectations in which actions support the common values and beliefs of their organizations, including a clear focus on promoting social justice throughout the system. Effective superintendents demonstrate energy, enthusiasm, and commitment for student learning. These principals build productive relations that foster collaboration. They embrace diversity and honor the culture of the students, adults, and larger communities, while ensuring equity in expectations, opportunities, and outcomes. They create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.

- A. In concert with stakeholders and using relevant data, establish and advocate for the progress and achievement of each student
- B. Articulate, promote, and develop core values that establish the district's cultural climate and emphasize the importance of academic success, student-directed education, expectations of high achievement with appropriate supports, within an environment that is equitable, inclusive, socially just, open, caring, and trustworthy.
- C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.
- D. Collaboratively evaluate the mission and vision, renewing them based on changing intentions, opportunities, demands, and positions of students, staff, and community.

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Standard 5: Efficient and Effective Management

Effective superintendents ensure that their schools are safe and supportive places for learning. They lead the adaptation and monitoring of operational systems and processes to ensure they are efficiently leading a high-performing organization focused on high-quality teaching and learning. Effective leaders limit the number of initiatives and ensure that whatever programs and strategies are implemented in their schools are supported by the best research available. These leaders effectively guide their organizations in times of change. They build organizational capacity by developing leadership in others.

- A.** Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an effective team.
- B.** Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.
- C.** Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school/district are supported by the best research available and are aligned to school and district plans.
- D.** Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).
- E.** Equitably and innovatively allocate all resources (e.g., facilities, financial, human and material resources, time, and technology) in alignment with district goals to support learning for all students.
- F.** Ensure that the district functions within the legal and regulatory parameters at the federal, state, and local levels, and articulate the expectation that all staff and students do the same.

Standard 6: Ethics and Professionalism

Effective leaders are ethical and lead with integrity. They follow all district, state, and federal rules and articulate their expectation that all staff and students do the same. They establish a culture in which exemplary ethical behavior is expected and practiced by all members of the school communities. Effective superintendents are important contributors to state, regional, and national initiatives as representatives of their district.

- A.** Lead with integrity by being self-aware, reflective, transparent, perseverant, trustworthy, fair, and ethical.
- B.** Establish a culture in which exemplary ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.
- C.** Significantly contribute to district and state initiatives
- D.** Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making

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Standard 7: Communication and Community Engagement

Effective superintendents successfully advocate internally and externally to advance their organizations' visions and missions. These leaders recognize that districts and their communities are closely linked and, in turn, share successes and face challenges together. To advocate for all students and their schools, these principals effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger communities. Community engagement efforts (e.g., surveys, committees, task forces, service learning projects) provide an effective and necessary means to assess successes and address challenges.

- A. Advocate and effectively communicate with a range of stakeholders, from administrators, support staff, students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.
- B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for district goals
- C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.
- D. Demonstrates leadership attributes of being easily approachable, available, and inviting to students, staff, and community.
- E. Intentionally elicits and considers improvement ideas from outside the school system, but still within the community.