

Superintendent Evaluation

Targeted Feedback Survey Standard Worksheet

The Targeted Feedback Survey (TFS) is one optional part of the OSBA/COSA five-part superintendent evaluation tool. This part of the tool is an opportunity for the board to receive additional feedback from a targeted group of stakeholders that have worked closely with the superintendent and can provide feedback about the performance of the superintendent via an online survey. To ensure adequate engagement with the survey participants, the number of questions included in the survey must be limited, which requires the board to prioritize the standards.

Instructions: Please select 3 standards that represent areas where the board may lack direct knowledge and/or may need additional information from staff and/or community members. Use the descriptors listed under each standard to help guide your top 3 selection of standards.

STANDARD 1: VISIONARY ESD LEADERSHIP

1. Leads a collaborative process with the board to design (or reaffirm) the ESD mission and vision that reflects a core set of values and priorities.
2. Leads the diverse stakeholder involvement in the development (or revision) of the ESD's local service plan based upon the ESD's mission, purpose, and vision.
3. Implements the ESD's local service plan and communicates its progress.

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

1. Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
2. Makes ethical and legal recommendations to the board.
3. Models ethical behavior in their own conduct and cultivates ethical behavior in others.

STANDARD 3: INCLUSIVE ESD CULTURE

1. Develops and maintains a supportive, equitable, culturally responsive and inclusive culture.
2. Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
3. Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff that are employees of the ESD.

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

1. Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership that are provided by the ESD.
2. Implements coordinated systems of support, including coaching and professional development for staff.
3. Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
4. Ensures instruction throughout the ESD utilizes culturally responsive practices and all staff are trained.

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

	1. Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
	2. Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen services to districts.
	3. Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school, and community needs.
	4. Advocates for educational needs at the county, regional and/or state level.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

	1. Implements equitable strategies, processes and systems to recruit, hire, develop and retain high- performing personnel who demonstrate a shared commitment to student success.
	2. Establishes productive relationships with associations while managing labor relations and contracts effectively.
	3. Creates and maintains organizational structures that maximize the ESD's capacity to positively impact student learning.
	4. Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

	1. Develops a proposed budget in accordance with board priorities and ESD direction.
	2. Manages the equitable implementation of ESD resources aligned with the budget adopted by the board.
	3. Communicates the budget priorities and ensures regular updates on implementation of the budget.

Standard 8 is omitted intentionally because the board has sufficient direct experience with the superintendent's performance around policy, governance, and advocacy making surveying on these topics unnecessary.