

SUPERINTENDENT EVALUATION 2010-2011

4/25/11

PART 1: REVIEW OF AREAS ADDRESSED IN LAST YEAR'S EVALUATION

1. Teacher Performance Evaluation:
 - a. New Teacher Evaluation Tool finished its pilot with certified classroom teachers this year. It will be the tool from now on. The new specialist certified staff evaluation tool will be rolled out August 2011.
 - b. Walk Throughs were used and data collected and analyzed throughout the district. The superintendent has reviewed this data and was concerned regarding the number of Walk Throughs that were performed by administration. A reminder was sent that we collectively agreed to have each principal do a certain number of them each month.
 - c. Certified staff has been placed on appropriate Plans of Assistance to help them teacher more effectively.

2. Educational Plans and Profiles:
 - a. All Parkrose students have an Educational Plan and Profile beginning in middle school.
 - b. Students review these Plans with their Advisory teacher and/or counselor.
 - c. Students in AVID have their own educational plans that are reviewed and developed with their AVID teachers and coaches.
 - d. Elevate Oregon is a new program at PHS. Each student has an individualized education plan that they develop with their coaches.
 - e. Students that are identified as Talented and Gifted have an individual education plan, as do all special education students.

3. Ending Fund Balance:
 - a. The major change in the EFB is that we continue to use reserves to balance our budget. In other words, we are using our savings account to pay our regular monthly household bills.
 - b. The EFB has gone down to somewhere between one and two million dollars today from a high of about ten million dollars in 2003 following the I Tax.
 - c. I have no affect on the EFB except to make decisions that are fiscally responsible which I do. I consult with the Business Manager to determine check ups on the EFB but it is a moving target. We are constantly making decisions that attempt to keep our costs down. We write grants to supplement our revenue.

4. Superintendent Professional Development:
 - a. I attend to my own professional development. I do this by attending professional conferences, workshops, and convention.
 - b. I develop as a professional by teaching at Portland State University and Lewis and Clark College. I am also on the Doctoral Program Council at Lewis and Clark as an advisor to the program and to students seeking their doctoral degrees. In this way, I give back to the scholastic professional community. I am also on the Board of Alumni for the College of Education at the University of Oregon, my alma mater.
 - c. I provide myself professional development by reading a plethora of professional magazines and books both in book studies and by myself.
 - d. I intentionally involve myself in activities that are social and political in nature which directly affect my work as the superintendent in the Parkrose School District. These activities require leadership skills (and tons of patience). Some of these are: Education Enterprise Steering Committee State wide), Portland Planning and Sustainability Commission (City), and East Portland Action Plan (local). My work with the City has provided direct and substantial financial support to the school district.

5. Administrator Affect on Student Achievement
 - a. Besides having the best most qualified instructors in the classroom, building and district administrators have the most affect on student achievement.
 - b. The administrator provides the vision and leadership for systematic improvement of student achievement. I could write for days regarding the effectiveness of the Parkrose School District instructional framework, Professional Learning Communities (PLC). This framework is implemented by effective professional administration.
 - c. I have supported the work of the PLCs in the district 100%. It is the framework for our four district goals.
 - d. In addition, I have developed the vision of Culturally Responsive Teaching in Parkrose School District. I have brought the administrators into this work through workshops, conferences, book studies and professional consultation (Geneva Gay). In light of our growing diversity, this is a big key to improving student achievement in our district.

PART TWO: SUPERINTENDENT AND BOARD GOALS

(NOTE: The goals listed in the information request are the broad district goals from the strategic plan and not the current 2010-2011 superintendent and board goals. I will describe the progress we have made on the current superintendent and board goals. There are six of them. The Board reviewed the progress of our 2010-2011 goals at the April 12, 2011 Board Work Session in the form of the poster gallery walk lead by School Improvement Director Dr. Yuki Monteith. I will add to that discussion but I would like to collapse all four of the PLC framework goals together.)

1. Instruction, 2. Standards and Benchmarks, 3. Data Collection and Analysis and 4. Collaborative Teaming. These four goals compose the Professional Learning Communities Framework for Education in the Parkrose School District.
 - a. My influence can be best seen in the progress of the development, implementation and monitoring of this framework.
 - b. When I came to Parkrose in 2007, we moved to this framework K-12. We have retained these four goals for the last four years because this research-based framework has been proven to be effective when done with fidelity to the model. That is my number one goal as superintendent.
 - c. Student achievement has increased at every level in nearly all content areas. Professional practice of teachers and administrators has improved.
 - d. The majority of professional development time, money and resources have gone into these four goals.
 - e. The administration team has been developed into a professional learning community, demonstrating and modeling these concepts.
 - f. The district now has a K-12 viable and guaranteed curriculum (Content Area Power Standards taken from State Standards and unwrapped into essential learning skills.)
 - g. The emphasis in Parkrose has gone from teaching to learning.
 - h. Parkrose School District has developed systems of interventions for children K-12.
6. Culturally Responsive Teaching Framework.
 - a. Beginning in 2009, the administration of the district has been involved in developing Culturally Responsive Teaching (CRT) practices. This term comes from the work of Dr. Geneva Gay, Dr. James Banks, Dr. Gary Howard and others from the renown University of Washington at Seattle campus on this topic.
 - b. We have had three book studies on this topic as a team. One book study also included the Board.
 - c. We have completed individual research based and normed surveys that collected personal data on attitudes and beliefs about cultural and race.
 - d. We have collected survey information school by school on teacher reflections on culturally responsive teaching practices and school environment.
 - e. This survey information was the basis for discussion at the last A Team Retreat April 1, 2011.
 - f. Out of this data and from the August 2011 A Team Retreat to come, we will craft our strategies for bringing this work directly into the classroom with teachers and students.
 - g. We believe that this will begin to close the disproportionality in the discipline and student-learning gap in our district.
7. Passing Ballot Measure 26-123: A \$63 Million Dollar Capital Construction Bond May 17, 2011.
 - a. Much work has gone into this goal beginning with a long-range facility in 2009 that identified more than \$100 million dollars in district facility needs.

- b. The District's Bond Coordinating Council has meet monthly for a year.
- c. A political action committee has been hard at work.
- d. Ads for our bond are on television and u tube.
- e. Parents, students, teachers, administrators, board members, business and community members have all joined together as a district community to pass this bond.

PART THREE: PARTICULAR BOARD ISSUES

1. Superintendent appointed City of Portland Planning and Sustainability Commissioner.
 - a. My name was forwarded to the Mayor because of my unique position as an East Portland superintendent and my continuing advocacy role on the East Portland Action Plan (I am a founding member). The Commission is a zoning, land use, planning and regulation decision-making body for the City of Portland City Council. We meet two times per month: once on Tuesday afternoons for three hours and once on Tuesday nights after work hours for three hours. Basically, I spend 3 hours per month during "typical" work hours on the Commission. I also do reading on the weekends on my own time to prepare.
 - b. I have gained tremendous insight into City politics and more importantly, advocated strongly for equity of funding and services for East Portland and the Parkrose School District. There have been many occasions in which the needs and opinions of the East Portland school districts hasn't even been considered. Being on the Commission has allowed East Portland school districts to have a strong voice in City planning and spending.
 - c. The benefit to Parkrose is direct. It keeps our district in front of the Mayor and City Council.

2. How will the Bond further district goals? The passage of Ballot Measure 26-123 will assist the district in the following ways:
 - a. Add 21st Century Technology to every school.
 - b. Increase security cameras and designs to schools to help keep our kids safe.
 - c. Increase and upgrade heating, ventilation and air conditioning in every school.
 - d. Build a 21st Century Middle School for our students. It will be a green and energy efficient building with great outdoor facilities.
 - e. In all, when students have equal access to modern technology, their school and classroom environment has excellent air quality, air flow, and natural sun light, plus security measures that are well thought out and thorough, students learn better. This is a fact proven in educational research.

3. EasyCBM data and PSD student education needs.
 - a. Assessment and Data Analysis is one of our superintendent/board goals. This is where EasyCBM fits in. CBM stands for Curriculum Based Measures. In other words, the assessment has been developed on actual work the students are asked to do in the classroom.
 - b. This assessment is a formative assessment that provides current and on-going information for teachers to use to change and improve their instructional practice for each student. This assessment is also used to benchmark exactly where students are (and are not) performing on very specific academic tasks.
 - c. This assessment can help a teacher monitor the on-going progress of each of their students. When we know where students are performing on a regular basis, we know we are making a difference in our instructional practice and not waiting until the end of the year to figure this out.
4. PHS: CTE and CBOP programs progress.
 - a. Career Technical Education at the high school has had highs and lows this year.
 - b. While teams are still meeting quarterly with community/business members associated with their CTE programs, I am not sure the meetings are really helping the teachers hone their craft. Administration must work more to improve CTE at PHS and promote these outside of school partnerships. CTE is supposed to be real world.
 - c. We have added a CTE program that is closely tied to economic development needs of Multnomah County: Health and Wellness. This program is related to the medical field and nursing and articulates well with MHCC, OHSU, PSU and the local hospitals.
 - d. We will be losing one business teacher.
 - e. We have done well in Future Business Leaders of America. It will take effort to keep this going.
 - f. Funding for CTE may be increases at the federal level.
 - g. ACE Charter School is great to have because it helps to round out our CTE programs.
 - h. Credit Based on Proficiency programs are being developed at PHS. We have programs in math and science. We need to move this to Language Arts and Social Studies soon.
 - i. CBOP is based on the concept that students earn credit by completing a series of essential skills at the proficiency level and not based seat time.
 - j. I am very gratified to develop a way of instructing students that makes certain that they LEARN the required content to pass a class and are not just passing because they showed up, did homework and smiled.
 - k. Both new assistant principals at the high school have been trained in CBOP models.
 - l. Staff continues to be trained in CBOP.

