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## **SUPERINTENDENT EVALUATION PROCESS**

### **SITUATION/BACKGROUND:**

The Board will vote on the process for the Superintendent evaluation for 2016 - 2017.

### **RECOMMENDATION:**

It is recommended that the School Board approve the Superintendent's evaluation process for 2016 – 2017.

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

**BEAVERTON SCHOOL DISTRICT  
SUPERINTENDENT EVALUATION PROCESS  
2016 - 2017**

The Superintendent is charged with leading and operating the district according to the priorities and policies adopted by the School Board. The School Board annually evaluates the Superintendent in order to assess how the Superintendent is advancing District priorities and implementing District policies to improve student achievement. The evaluation process provides the public with transparent information about the Superintendent's performance and is intended to serve as a constructive guide for the Superintendent to facilitate continual improvement.

**Evaluation Overview**

The Beaverton School Board has developed a three-part tool for evaluating our Superintendent.

Part 1 is based on the Educational Leadership Policy Standards: ISLLC 2008 and is informed by the Performance Standards established jointly by the American Association of School Administrators and the National School Boards Association.

Part 2 evaluates progress towards the goals established by the Board and Superintendent at the beginning of the evaluation cycle. Each year, the Board and Superintendent develop a clear set of goals for the Superintendent who then prepares an action plan defining the means to be used to achieve the goals. These goals and the action plan serve as the basis for Part 2 of the evaluation process.

Part 3 consists of a 360-degree evaluation of the Superintendent by members of the community and staff. It is designed to receive feedback leading to professional development and an understanding of staff and community perspectives and concerns that might not otherwise surface in Parts 1 or 2.

<b>Evaluation Timeline</b>	<b>Action</b>
Summer/Fall Work Session	Annually, the Superintendent and School Board establish goals designed to advance the District Strategic Plan. The Board and Superintendent review the Superintendent evaluation process, forms and timelines.
Winter Work Session February 7, 2017	Board members meet in Executive Session with the Superintendent to discuss the mid-year evaluation.
April	Board members complete Parts 1 and 2 of the Superintendent Evaluation Form.
April	The Board arranges to anonymously obtain 360-degree evaluation information from the individuals the Superintendent recommends as well as other staff and community members. Information will primarily be gathered via anonymous surveys.
May 15, 2017	Board members meet in Executive Session without the Superintendent to discuss their evaluation findings. Using those findings, the Board Chair prepares the draft written evaluation.
June 12, 2017	The School Board and Superintendent meet in Executive Session to present the completed evaluation. A copy of the final written evaluation form is placed in the Superintendent's personnel folder.
June 12, 2017	The School Board shares results of the evaluation and progress on district goals with the community.

## Superintendent 360 Evaluation Questions 2016 – 2017 School Year

As part of the superintendent's evaluation this year, the School Board is gathering information from a representative group of district stakeholders. Your responses are anonymous.

Please indicate your answer with 4 – exemplary; 3 – successful; 2 – emerging; 1 – ineffective; DK – don't know					
1. Visionary Leadership - The superintendent promotes the success of every student through the communication and implementation of the clear vision of where the Beaverton School District is heading.	1	2	3	4	DK
2. Instructional Improvement - The superintendent promotes the success of every student by establishing and sustaining a district culture and instructional program conducive to staff professional growth and student learning for all.	1	2	3	4	DK
3. Effective Management - The superintendent promotes the success of every student by managing district organizations, operations, and resources to provide an efficient, safe, and effective learning environment.	1	2	3	4	DK
4. Inclusive Practice - The superintendent promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources.	1	2	3	4	DK
5. Ethical Leadership - The superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	1	2	3	4	DK
6. Socio-Political Context - The superintendent promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	1	2	3	4	DK

(Open-ended question) A superintendent wears many hats, for example CEO, educational leader, visionary, face of the district, etc. Which areas are major strengths of the superintendent? Which does he need to work on developing?

*January 4, 2017 rev.*