

SUPERINTENDENT EVALUATION PROCESS

SITUATION/BACKGROUND:

The Board will vote on the process for the Superintendent evaluation for 2013 – 2014.

RECOMMENDATION:

(13-335) It is recommended that the School Board approve the Superintendent's evaluation process for 2013 – 2014.

Beaverton School District Superintendent Evaluation Process

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.

<i>Evaluation Timeline</i>	<i>Action</i>
Summer work session (October 2013 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 3, 2014)	Superintendent reports interim progress on goals to the Board.
Spring work session (April 7, 2014)	Superintendent delivers self-assessment using forms from Evaluation Parts 1 and 2 to the School Board and recommends individuals to participate in 360-degree evaluation process.
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 be gathered via both phone interviews and anonymous surveys.
April (April 29, 2014)	Board members meet in Executive Session without the Superintendent to discuss their evaluation findings. Using those findings, the Board Chair then prepares the draft written evaluation.
May (May 19, 2014)	Board members meet in Executive Session without the Superintendent to provide feedback on the board's official written evaluation. The Board Chair finalizes the evaluation document.
June (June 2, 2014)	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 (June 2, 2014)	The School Board shares results of the evaluation and progress on district goals with the community.

Standard 1: Visionary Leadership	Level One Improvement Needed	Level Two Making Progress Toward Meeting Goal	Level Three Consistently Meets Expectations	Level Four Consistently Exceeds Expectations
<p>The Superintendent promotes the success of every student by facilitating the communication, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Engages stakeholders in implementing, communicating, monitoring and evaluating the district strategic plan • Promotes continuous improvement and revises plans as appropriate <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the Superintendent communicate and implement the district's strategic plan? 2. Describe evidence of collaborative work with all stakeholders to advance the district's strategic plan. 3. How are students, families, and other community resources encouraged to collaborate and be involved? 4. What is the evidence that staff share the District vision of learning? 				

Comments:

Standard 2: Instructional Improvement	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>The Superintendent promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Nurtures and sustains culture of collaboration, trust, high expectations, and continuous improvement • Promotes the use of best practices to facilitate student achievement • Establishes a culture of college and career readiness for all students • Ensures effective instructional strategies are used to meet the needs of all learners • Effectively manages student data to improve student outcomes <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What do the district's environment and day-to-day interactions among students, staff and families say about what is valued in the district community? 2. How does the Superintendent organize the learning environment to respond to racial, cultural and linguistic diversity and the varying learning and social needs of students? 3. How does the Superintendent use evidence of student success and learning needs in planning for instructional and district improvement? 4. What evidence is there that the Superintendent's leadership efforts are resulting in the improvement of teaching practice and student learning? 				

Comments:

Standard 3: Effective Management	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>The Superintendent promotes the success of every student by managing District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Manages budget effectively, allocating resources to maximize student learning • Manages facilities prudently and ensures student safety • Complies with state and federal requirements • Collaborates with staff, ensuring they have the necessary supports to improve instruction • Conducts long-range budgetary, technology, and facility planning <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How is the distribution of resources (i.e. time, money, technology, space, materials and expertise) related to improving student outcomes? 2. How are decisions made about staff allocation and student interventions to ensure that the varying needs of students are met? 3. What evidence exists that the Superintendent implements strategic efforts to ensure the best staff? 4. How are appropriate safety and security practices implemented? 5. How does the Superintendent ensure district needs are met in the future? 				

Comments:

Standard 4: Inclusive Practice	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>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.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Promotes understanding, appreciation, and use of community’s diverse cultural, social, and intellectual resources • Builds, encourages, and sustains positive relationships with staff, families and community partners <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. In what ways does the Superintendent promote an open, welcoming and involved environment for historically underrepresented populations? 2. How are students, staff, families, and other community members encouraged to collaborate and promote learner development? 3. How does the Superintendent assure diverse representation on district committees and advisory groups? 4. How has the Superintendent engaged the voice of all stakeholders and what actions resulted from the input? 				

Comments:

Standard 5: Ethical Leadership	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>The Superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Ensures a system of accountability for every student’s success • Exemplifies positive and ethical professional behavior • Models reflective practice and transparency • Promotes social justice and ensures that individual student needs inform all aspects of the district • Encourages multiple points of view to form solutions • Demonstrates resilience <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How does the Superintendent demonstrate professionalism when adjusting to changing conditions and unexpected situations? 2. How does the Superintendent demonstrate resilience when faced with criticism or disappointment? 3. How does the Superintendent find common ground in dealing with difficult or divisive issues? 4. How does the Superintendent foster learning and engagement of all students? 5. How does the Superintendent exhibit professionalism based on: confidentiality; legal and ethical rights and responsibilities; and district and state performance requirements? 				

Comments:

Standard 6: Socio-Political Context	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>The Superintendent promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles • Collaborates with the School Board, peers, and other stakeholders • Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What evidence is there that the Superintendent has developed and encouraged partnerships within the community? 2. How has the Superintendent engaged staff and the community in advocating for student learning? 3. How has the Superintendent influenced political, economic, legal, and cultural trends that impact student learning? 4. How has the Superintendent collaborated with the School Board? 				

Comments:

Strategic Plan Goals 1-4:	<i>Level One</i> Improvement Needed	<i>Level Two</i> Making Progress Toward Meeting Goal	<i>Level Three</i> Consistently Meets Expectations	<i>Level Four</i> Consistently Exceeds Expectations
<p>The Superintendent and School Board annually determine their goals and associated metrics for evaluating performance.</p> <p>Performance Indicators:</p> <p>Guiding Questions:</p>				

Comments:

Superintendent 360 Evaluation Questions 2013 – 2014 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 will be anonymous.

Please circle your answer with 4 – exemplary; 3 – successful; 2 – emerging; 1 – ineffective; DK – don’t know					
1. 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. (S1)	1	2	3	4	DK
2. The Superintendent promotes the success of every student by building, encouraging, and sustaining collaborative, positive relationships with all District stakeholders, community partners, and state leaders. (S4)	1	2	3	4	DK
3. The Superintendent promotes the understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources for the benefit of every student. (S4)	1	2	3	4	DK
4. The Superintendent promotes the success of every student by acting with integrity, fairness, and in an ethical manner. (S5)	1	2	3	4	DK
5. The Superintendent promotes the success of every student by establishing and sustaining a District culture and instructional program focused on college and career readiness for all. (S2, 3)	1	2	3	4	DK
6. The Superintendent promotes the success of every student by managing District organizations, operations, and resources to provide an efficient, safe, and effective learning environment. (S3)	1	2	3	4	DK
7. The Superintendent promotes the success of every student through the effective management of student data and staff development to improve student outcomes and achievement. (S2)	1	2	3	4	DK
8. The Superintendent promotes the success of every student by acting strategically to influence social, political, and legal trends. (S6)	1	2	3	4	DK

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