



Multnomah Education Service District

2025-2026 MESD Superintendent Evaluation-Board

Part 1: Performance Standards

Standard 1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are only listed to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement;
- 1.5 Monitors and evaluates progress and revises plans.

1. The Superintendent's performance for this standard



Accomplished

Articulates a clear and coherent vision for the organization through words and actions.

Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.

Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.

The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the organization.



Effective

Articulates the vision of the organization in writing and speech.

Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.

Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.

The organizational vision is focused on student learning and service to component districts.



Developing

References the organizational vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.

Is engaged in learning and occasionally incorporates innovative ideas to support the vision.



Ineffective

Little or no evidence exists of an organizational vision implemented in the work of the ESD programs.

Actions, staffing and resources have little connection to a vision.

It is difficult to know what the organization stands for.

Comments to support your selection:

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Part 1: Performance Standards

Standard 2: Policy and Governance

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;

2.2 Establishes procedures for superintendent/board interpersonal and working relationships;

2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;

2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

2. The Superintendent's performance for this standard:

☐ **Accomplished**

Develops an exemplary system of policy consideration and revision.

The organization takes pride in the equitable enforcement of organization policies.

Proactively and effectively engages the board in the work of advancing organizational goals.

☐ **Effective**

Fully engaged in policy work.

Appropriately and equitably enforces policies.

Demonstrates reasonable value of a healthy working relationship with the board.

Effectively engages the board in the work of advancing organizational goals.

☐ **Developing**

Engages minimally in policy work.

Unevenly or inequitably enforces policies.

Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.

Unevenly engages the board in the work of advancing organizational goals.

☐ **Ineffective**

Not engaged in work related to policies.

Does not enforce organization policies. Behavior indicates a lack of value in a healthy working relationship with the board.

Does not engage the board in the work of advancing organizational goals.

Comments to support your selection:



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Part 1: Performance Standards

Standard 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

3.1 Develops formal and informal techniques to gain external perceptions of the ESD;

3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments);

3.3 Promotes involvement of all stakeholders to fully participate in the process of service provision;

3.4 Establishes effective relations with our component districts, business partners and stakeholders;

3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media;

3.6 Effectively communicates the role of the ESD as a business serving component school districts.

3. The Superintendent's performance for this standard

☐ **Accomplished**

Communicates key information to all stakeholders in an appropriate and timely manner.

Alert to potential issues; predicts and shares possibilities with ESD board in advance.

Constituent groups report a positive relationship with organizational leadership.

☐ **Effective**

Keeps component districts, staff, students and parents informed on a regular basis.

Communication with individuals and groups is clear and effective.

Most staff and students identify positively with organizational leadership.

☐ **Developing**

Advocates for some component districts, staff, students and families.

Stakeholders frequently feel out of the loop. Many staff members do not feel positive about organizational leadership.

Staff and students do not feel stimulated to do their best work.

☐ **Ineffective**

Ineffective in communication with component school districts, staff, parents and students.

Component districts, staff and students feel undermined by the lack of leadership in the school.

Not aware of the undercurrents with staff or the organizational environment.

Comments to support your selection:



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Part 1: Performance Standards

Standard 4: Effective management

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership;
- 4.5 Ensures teacher and organizational time is focused to support quality instruction/student learning

4. The Superintendent's performance for this standard

☐ **Accomplished**

Establishes a clear set of standard operating procedures and routines that exemplify the organization's vision and values and maximize the opportunity for each student's learning.

Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.

Students and staff hold each other accountable for highquality performance.

Develops and manages a budget that maximizes the learning goals of the ESD.

☐ **Effective**

Establishes a clear set of operating procedures for effective operation of the organization.

Students and staff are held accountable for their performance and conduct.

The annual budget is adhered to with only approved variances.

☐ **Developing**

Expectations for staff and students are inconsistent and not well known.

The daily operating procedures are occasionally followed but are frequently changed.

The budget does not support the organization's priorities and budget category limits are not always followed.

☐ **Ineffective**

Management of the organization's operations is poor or non-existent.

The organization is disorderly, disorganized and there is a feeling that the agency is "out of control."

Budget guidelines are not adhered to and/or the budget is not related to a vision for the organization.

Comments to support your selection:

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Part 1: Performance Standards

Standard 5: Resource Management

The superintendent effectively organizes and manages operational aspects of the organization including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

5.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;

5.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

5.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

5. The Superintendent's performance for this standard:

☐ **Accomplished**

Puts in place systems that create environments that inspire learning and that are highly reliably safe.

Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.

Clear and transparent systems of financial control and accountability are universally followed.

☐ **Effective**

Puts in place systems and staff so that environments are conducive to learning and are consistently safe.

Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.

☐ **Developing**

Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students.

Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.

☐ **Ineffective**

Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students.

Irresponsibly and imprudently manages the fiscal aspects of the organization.

Comments to support your selection:



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Part 1: Performance Standards

Standard 6: Labor Relations

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 6.2 Identifies contract language issues and proposes modifications;
- 6.3 Participates in the collective bargaining processes as appropriate;
- 6.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

6. The Superintendent's performance for this standard:

☐

Accomplished

Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

☐

Effective

Is proactive in sharing information and purposely avoids conflict.

☐

Developing

Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.

☐

Ineffective

Is antagonistic toward union leadership; doesn't work to improve relations.

Comments to support your selection:



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Part 1: Performance Standards

Standard 7: Ethical Leadership

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

7.1 Ensures a system of accountability for every student's academic and social success;

7.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;

7.3 Safeguards the values of democracy, equity and diversity;

7.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

7. The Superintendent's performance for this Standard:

☐ **Accomplished**

Operates with an ethic of excellence and is grounded in shared organizational values for how to do the work of leadership and learning.

Values are demonstrated each day as all stakeholders experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.

Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.

Demonstrates a high level of selfawareness and regularly reflects on practice to improve.

☐ **Developing**

Actions and intentions are not always clear and transparent.

Fairness to stakeholders is frequently raised as an issue.

Reflects on practice but does not always implement changes from that learning.

☐ **Ineffective**

Actions and intention are not always grounded in shared organizational values.

Has demonstrated inconsistent or unethical behavior and does not always stand by his/her word.

Is not self-aware and does not reflect on his/her practice.

☐ **Effective**

Treats all stakeholders fairly and shows respect at all times.

Is grounded in shared organizational values for how to do the work of leadership and learning.

Acts to support all stakeholders to raise academic rigor while simultaneously closing opportunity gaps.

Demonstrates selfawareness and uses reflection to improve practice.

Comments to support your selection:



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Part 2: Goals

Goal 1: Creating a high-quality learning experience for all

8. The Superintendent's Performance for this Goal:

☐ **Accomplished** ☐ **Effective** ☐ **Developing** ☐ **Ineffective**

Comments to support your selection:



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Goal 2: Operationalizing systems that engage and empower communities

9. The Superintendent's Performance for this Goal:

☐ **Accomplished** ☐ **Effective** ☐ **Developing** ☐ **Ineffective**

Comments to support your selection:



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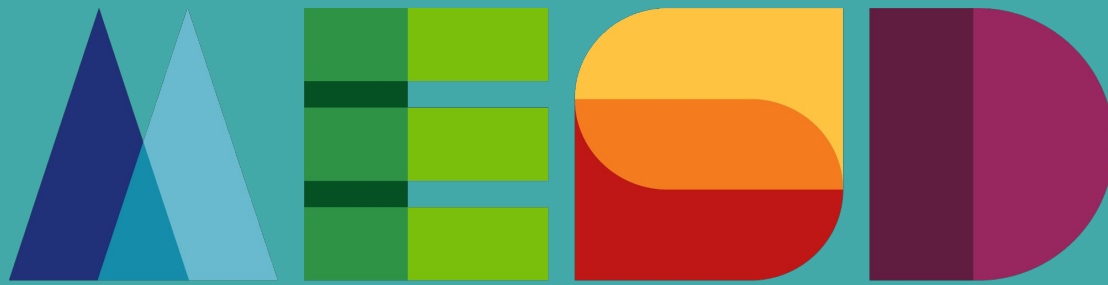
Part 2: Goals

Goal 3: Building a culturally responsive workforce

10. The Superintendent's Performance for this Goal:

☐ **Accomplished** ☐ **Effective** ☐ **Developing** ☐ **Ineffective**

Comments to support your selection:



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Other Comments or Observations

11. Do you have any other comments or observations you would like to have included as part of this evaluation.

12. Board member name