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Clatskanie School District 6J
PO Box 678
Clatskanie OR 97016

BOARD OF DIRECTORS' BOARD MEETING
September 12, 2023, 5:30 pm in person at the Clatskanie Elementary Library, 815 S Nehalem

CLATSKANIE SCHOOL DISTRICT BOARD WORK SESSION AGENDA

I. CALL TO ORDER

- A. Agenda Review
 - Presenter: Megan Evenson
- B. Approve Agenda
 - Presenter: Megan Evenson

II. REPORTS AND COMMUNICATION

- A. Discuss Superintendent Evaluation Standards and Timeline
 - Presenter: Megan Evenson
- B. Discuss Board and Superintendent Working Agreements
 - Presenter: Megan Evenson

III. PUBLIC COMMENT

This is the time for citizens to address the Board. All speakers should state their name prior to speaking. Speakers are asked to write their name, address, phone number and topic to be addressed on the registration card. Speaking time is limited to three minutes per speaker. Speakers may offer objective criticism of district operation and programs, but the Board will not hear any complaints concerning specific District personnel. The Chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals. The right to address the Board does not exempt the speaker from any potential liability for defamation.

VIII. BOARD/SUPERINTENDENT COMMENTS

- A. Presenters: Board Members, Danielle Hudson

ADJOURNMENT

NEXT BOARD MEETING: October 10, 2023



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CLATSKANIE SCHOOL DISTRICT SCHOOL BOARD WORK SESSION SITUATION SHEET

SCHOOL BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Meeting Type and Date:

Board Work Session on September 12, 2023

PRESENTOR:

Megan Evenson, Chair

POLICY ISSUE/ SITUATION:

The Clatskanie School Board will review and identify School Board and Superintendent working agreements.

RECOMMENDATION:

It is recommended that the School Board and Superintendent discuss the draft board and superintendent working agreements and come to a final decision about the agreements to be voted on by the school board at the regular board meeting.

DOCUMENTS:

1. CSD School Board and Superintendent working agreement notes.
2. Draft CSD School Board and Superintendent working agreements with changes.
3. OSBA School Board and Superintendent working agreements sample.

BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Purpose:

The Board of Directors is the educational policy making body for Clatskanie School District. To effectively meet the District's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

The Board Job Description:

1. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
2. Set the long-term direction of the District through the mission, vision, and goals.
3. Be accountable for the financial stewardship of the District, including aligning financial resources with goals, setting expectations, and monitoring progress.
4. Focus on policy making, planning and evaluation, rather than day-to-day operations.
5. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters.
6. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions. ✕
7. Recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
8. Give careful consideration to all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives. We will operate as representatives and make decisions in the best interest of the whole district.
9. Deliberate and make decisions in accordance with public meeting law. ✕
10. Supervise the hiring, performance evaluation and other personnel management processes related to the Superintendent.
11. Value the role we play in the community and represent the district, when possible, by attending school and community functions.
- ~~12. Be an advocate for public education in the district, region and state level by speaking up for, and on behalf of public education whenever required.~~

Role of the Board Leadership (Chair):

1. Recognize the role of the Chair to speak for, and about, the Board, and to describe the Board's process and positions. Recognize the role of the Chair to convene meetings, develop the agenda with the Superintendent and execute documents as appropriate.
2. Communicate with individual Board members' concerns shared with the chair by other board members regarding issues agreed to in the working agreements or group operating norms.
3. Assist the Superintendent in communicating important information to the full board. Keep Board members apprised of information exchanged with the Superintendent.
- ~~✕ 4. The Vice Chair will perform these duties when the Chair is not available.~~

Wordsmith & make changes

9. A willingness to participate in professional development activities at the local, state and national level.
10. An effort to foster unity, harmony and open communications within the Board.
11. An understanding of the relative or complimentary role of the Superintendent and Board in policy making.
- X 12. Careful consideration of each recommendation made by the Superintendent.
13. Insistence on all available facts and data before making a decision.
14. Willingness to study and evaluate educational issues affecting the school district.
15. Practice of avoiding surprise items at board meetings.
16. Integrity of the highest order.

Meeting Operational Agreements:

1. Respect the scheduled starting and ending times for meetings. X
2. Attend regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause. prior notice. Not to exceed 4 consecutive
3. The board packet will normally be delivered to Board Members five days in advance of regularly scheduled Board meetings. The Board will be notified if there is a delay.
4. Prepare for Board meetings by reading materials ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Team prior to the day of the meeting if possible. If, after you have asked questions, you intend to pull something from consolidated action, please notify the Board Chair and/or Superintendent before the meeting.
5. Actively solicit input, listen to all perspectives and give careful consideration to all issues. It is important to include multiple perspectives on agenda items of key concern for the community or staff in order to provide a balanced conversation. Make decisions in the best interest of the whole district always keeping students in mind.
6. Board members will show respect at Board meetings and refrain from surprising or embarrassing other Board Members, administrators, staff members or the audience.
7. The Superintendent will act as parliamentarian at Board meetings to help ensure each motion is clear and there is no missing or misunderstood information.
8. Support decisions that have been made by the Board after honoring the right of the individual members to express opposing viewpoints and vote their convictions.
9. Any Board member may request that an item be placed on the agenda for Board consideration by contacting the Superintendent/Designee or the Board Chair. X
10. Whenever possible, Board members and the Superintendent should not introduce new items for discussion unless other Board members and the Superintendent have had prior notice and understand the issue in question. Last minute items which fall within the budget but are necessary for the ongoing, timely operation of the district will be allowable (approving hires, meeting grant deadlines, etc.)
11. The Board and Superintendent will strive to not have any surprises by keeping each other and the Superintendent fully informed before the meeting of issues or controversial situations which they are aware of and may come up at the meeting.
12. Demonstrate confidentiality of matters discussed in Executive Session Board meetings, as required by law.
13. ~~Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.~~ X
14. Cast a vote on all matters except when a conflict of interest arises as described in policy. X
15. Board members will be cognizant of how they state things and how they may be interpreted by the public at meetings and while interacting with the public in general.

Board Action:
→ you can be removed for missing 4 in a row board mgs

Superintendent: The superintendent will provide data to the board so that data driven decisions are made.

The board acts as a body to make effective decisions:

Board: No board member has the authority to speak for the board without board action and direction. All board members should support board decisions regardless of how individuals voted.

Superintendent: The superintendent will follow board policy when making daily decisions and will keep the board apprised of key initiatives, decisions, and personnel changes.

Adopted: September 24, 2018

Board Chair: Megan Evenson

Superintendent: Sally Hunsowitz

all should sign

CLATSKANIE SCHOOL DISTRICT BOARD AND SUPERINTENDENT WORKING AGREEMENTS

Purpose:

The Board of Directors is the educational policy making body for Clatskanie School District. To effectively meet the District's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

The Board Job Description:

Priority Agreements

1. Set the long-term direction of the District through the mission, vision, and goals.
2. Recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
3. Supervise the hiring, performance evaluation and other personnel management processes related to the Superintendent.

Additional Agreements

4. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's advisor.
5. Be accountable for the financial stewardship of the District, including aligning financial resources with goals, setting expectations, and monitoring progress.
6. Focus on policy making, planning and evaluation, rather than day-to-day operations.
7. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters.
8. Give careful consideration to all issues brought to you by individuals and special interests. Actively solicit input and listen to all perspectives. We will operate as representatives and make decisions in the best interest of the whole district.
9. Value the role we play in the community and represent the district, when possible, by attending school and community functions.

Discontinued Agreements

10. Be an advocate for public education in the district, region and state level by speaking up for, and on behalf of public education whenever required.
11. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
12. Deliberate and make decisions in accordance with public meeting law.

Role of the Board Leadership (Chair):

Priority Agreements

1. Recognize the role of the Chair to speak for, and about, the Board, and to describe the Board's process and positions. Recognize the role of the Chair to convene meetings, develop the agenda with the Superintendent and execute documents as appropriate.
2. Assist the Superintendent in communicating important information to the full board. Keep Board members apprised of information exchanged with the Superintendent.
3. Practice of avoiding surprise items at board meetings.

Additional Agreements

4. Communicate with individual Board members' concerns shared with the chair by other board members regarding issues agreed to in the working agreements or group operating norms.
5. A willingness to participate in professional development activities at the local, state and national level.
6. An effort to foster unity, harmony and open communications within the Board.
7. An understanding of the relative or complementary role of the Superintendent and Board in policy making.
8. Insistence on all available facts and data before making a decision.
9. Willingness to study and evaluate educational issues affecting the school district.
10. Integrity of the highest order.

Discontinued Agreements

11. Careful consideration of each recommendation made by the Superintendent.
12. The Vice-Chair will perform these duties when the Chair is not available.

Meeting Operational Agreements:

Priority Agreements

1. Attend regularly scheduled Board meetings unless prevented by sickness or an ~~unavoidable cause~~ prior notice not to exceed four consecutive board meetings in a row.
2. If a Board member misses four consecutive board meetings in a row, the Board may take action to remove the member.
3. Actively solicit input, listen to all perspectives and give careful consideration to all issues. It is important to include multiple perspectives on agenda ~~times~~ items of key concern for the community or staff in order to provide a balanced conversation. Make decisions in the best interest of the whole district, always keeping students in mind.
4. Demonstrate confidentiality of matters discussed in Executive Session Board meetings, as required by law.

Additional Agreements

5. The board packet will normally be delivered to Board Members five days in advance of regularly scheduled Board meetings. The Board will be notified if there is a delay.
6. Prepare for the board meetings by reading material ahead of the meeting and asking questions that you have of the Superintendent or members of the Executive Time people to the day of the meeting if possible. If, after you have asked questions, you intend to

- pull something from consolidated action, please notify the Board Chair and/or Superintendent before the meeting.
7. Board members will show respect at Board meetings and refrain from surprising or embarrassing other Board Members, administrators, staff members or the audience.
 8. The Superintendent will act as parliamentarian at Board Meetings to help ensure each motion is clear and there is no missing or misunderstood information.
 9. Support decisions that have been made by the Board after honoring the right of the individual members to express opposing viewpoints and vote their convictions.
 10. Whenever possible, Board members and the Superintendent should not introduce new items for discussion unless other Board members and the Superintendent have had prior notice and understand the issue in question. Last minute items which fall within the budget but are necessary for the ongoing, timely operation of the district will be allowable (approving hires, meeting grant deadlines, etc.)
 11. The Board and Superintendent will strive to not have any surprises by keeping each other and the Superintendent fully informed before the meeting of issues or controversial situations which they are aware of and may come up at the meeting.

Discontinued Agreements

12. Respect the scheduled starting and ending times for meetings.
13. Cooperate In scheduling special meetings and/or work sessions for planning and training purposes.
14. Any Board member may request that an item be placed on the agenda for Board consideration by contacting the Superintendent/Designee or the Board Chair.
15. Cast a vote on all matters except when a conflict of interest arises as described in policy.

Superintendent: The superintendent will provide data to the board so that data driven decisions are made.

The board acts as a body to make effective decisions:

Board: No board member has the authority to speak for the board without board action and direction. All board members should support board decisions regardless of how individuals voted.

Superintendent: The superintendent will follow board policy when making daily decisions and will keep the board apprised of key initiatives, decisions, and personnel changes.

Adopted: _____

Board Chair: _____

Superintendent: _____

BOARD – SUPERINTENDENT OPERATING AGREEMENT

PURPOSE:

The Board of Directors is the educational policymaking body for the _____ school district. To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

COLLABORATIVE GOVERNANCE:

1. Place the district's mission, vision, and goals above personal interests.
2. Respect the board's responsibility to establish policy and the superintendent's responsibility to manage the district.
3. Maintain appropriate confidentiality with district information.
4. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
5. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
6. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
7. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take action on behalf of the board.

COMMUNICATION AGREEMENTS:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.
4. In order to avoid surprises, board members will communicate directly with the superintendent whenever possible:
 - When a question, concern or complaint is voiced by a staff member, student, parent, community member or by an individual board member.
 - When a board member has a concern about the superintendent.
 - Prior to meetings of the board to address questions or concerns about agenda items, and when possible at least one business day prior to the meeting.
 - When an individual board member requests district information and documents outside the meeting.
5. The superintendent will communicate directly with the board:
 - In a regularly established scheduled communication process for information sharing.
 - When an individual board member requests information, it shall be disseminated to all members of the board.
 - In anticipation of an adverse event or adverse media coverage.
 - When a serious incident involving staff, students, parents or community members occurs.
 - When the superintendent has concern about an individual board member.
 - When requested to do so by a majority of the board.

Individual board members make statements as individuals. If a statement is made on behalf of the board, the designation of a spokesperson shall follow policy BCB. If an individual response to constituents is made, the board member has the responsibility to make it clear that they are speaking as an individual and not on behalf of the board.

The following expectations are to be a priority for the upcoming school year 2021-22.

BOARD EXPECTATIONS OF THE SUPERINTENDENT: **SUPERINTENDENT EXPECTATIONS OF THE BOARD:**

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•
•

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•
•

SIGNATURES OF AGREEMENT:

Date: _____



OREGON SCHOOL BOARDS ASSOCIATION

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CLATSKANIE SCHOOL DISTRICT SCHOOL BOARD MEETING SITUATION SHEET

SUPERINTENDENT EVALUATION STANDARDS AND TIMELINE

Meeting Type and Date:

Board Work Session on September 12, 2023

PRESENTOR:

Megan Evenson, Chair

POLICY ISSUE/ SITUATION:

The Clatskanie School Board must adopt the standards that will be used to evaluate the Superintendent and a timeline for the Superintendent's evaluation.

RECOMMENDATION:

It is recommended that the school board and Superintendent review the draft superintendent evaluation standards and evaluation timeline.

DOCUMENTS:

1. OSBA Superintendent's Evaluation Workbook
2. Draft Superintendent's Evaluation Timeline

DRAFT: Clatskanie Superintendent Evaluation Timeline for 2023-24

Action	Date	Person(s)
Board/superintendent reviews the evaluation process, sets goals, and timelines to be used this school year. Board formally adopts all of these in open session.	9/12	Board & Superintendent
Superintendent reports interim progress on goals to the board. Any specific feedback from the board to the superintendent can be done in executive session. (See below.)	10/10, 12/12, 2/13	Superintendent
Evaluation documents are sent to individual board members for their individual evaluation of the superintendent. (Handed out at board meeting?)	2/13	Board secretary (or designee)
Evaluation documents returned to the board secretary (or designee). Results must be compiled by the 2/26 board meeting/executive session.	2/19	Board Secretary (or designee)
<i>The Superintendent presents their self-evaluation and/or "artifacts of evidence" of performance to the Board. Superintendent exits upon completion. Board members discuss their individual evaluations and develop the board's written summative evaluation. (Speak with one voice.)</i>	2/27*	Board & Superintendent
<i>Board members meet to discuss their evaluations and develop the board's official written summative evaluation document(s) that will be shared with the superintendent. (If needed. Board may have finished on 2/26.)</i>	3/5*	Board (if needed)
Board chair or designee presents a draft of the summative evaluation prior to the 3/11 board meeting. Details of the evaluation will be discussed with the whole board at the upcoming executive session. This is a "preview" copy.	3/7	Board Chair (or designee)
<i>Board and superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits executive session. Changes to the evaluation may be made at this time.</i> Board votes in open session to approve the summative evaluation. A copy of the final written summative evaluation form is placed in the superintendent's personnel folder.	3/12	Board & Superintendent
Notify superintendent of contract extension/non-extension (if applicable)	3/15	Board
Superintendent/board set evaluation goals for the upcoming year. (Open session.)	4/9	Board & Superintendent
Board/superintendent reviews the evaluation process, standards, and timelines to be used this school year. Board formally adopts all of these in open session. This starts the new evaluation cycle for 2024-25.	5/14	Board & Superintendent

Notes: "*" denotes a special meeting. All other meetings are regular meetings. Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). ***(This is denoted above with bold italics.)*** This adopted timeline shall serve as notice to the superintendent of the pending stated executive sessions within this document.



SUPERINTENDENT EVALUATION WORKBOOK

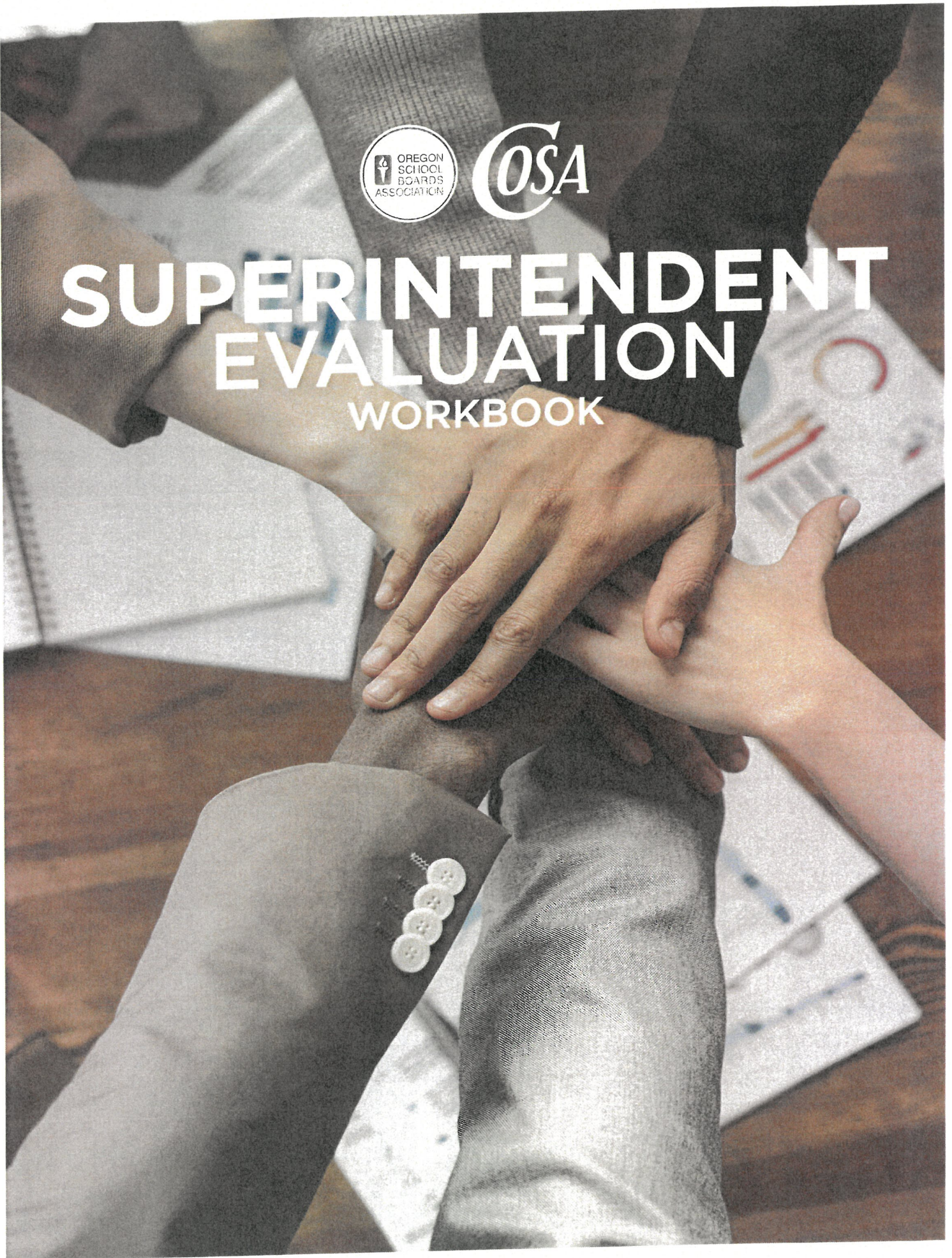


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OREGON SCHOOL BOARDS ASSOCIATION

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COALITION OF OREGON SCHOOL ADMINISTRATORS

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
- reviewing past performance
- communicating future expectations and goals
- determining future professional development for the superintendent
- making ongoing employment decisions (contract extension and compensation)

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**

This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**

This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.


EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹ Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start
thinking about
next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." (ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions, Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING

4	3	2	1	N/A
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COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

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

RATING

4

3

2

1

N/A

COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- 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.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING 

COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

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

RATING

☒ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

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

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

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

RATING 

COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING

4

3

2

1

N/A

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

**SAMPLE
GOAL STATEMENT 1:**

PERFORMANCE INDICATORS:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)*

☒ 4 ☐ 3 ☐ 2 ☐ 1 ☐ N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none">• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.• Implements the district's continuous improvement plan and communicates its progress.	<ul style="list-style-type: none">• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<ul style="list-style-type: none">• Newspaper, school banners, website, photo, or other media• Actions communicating clear and coherent vision: newsletter, professional development, etc.• Meetings or presentations to collaborate and implement vision, mission, goals and plans• Models learning through attending professional development opportunities and applying knowledge (transparency)• Presentation of at least one plan (e.g., CIP or SIA application)• Resources are clearly aligned with the vision and strategic initiatives:<ul style="list-style-type: none">• Budget examples of how funds support the vision/strategic initiatives• Staffing patterns that reflect where there is an identified need• Data support goals that are aligned to student learning and growth• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance. • Makes ethical and legal recommendations to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others. 	<ul style="list-style-type: none"> • Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. • 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. • Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff. 	<ul style="list-style-type: none"> • Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.) • Diversity training/awareness plan; evidence of an equity lens and implementation of the plan • Sections in employee handbooks that demonstrate an inclusive district culture • External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.) • Evidence that all student needs are addressed equitably • Response to staff or public concerns/issues (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data) • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) • Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. Implements coordinated systems of support, including coaching and professional development for staff. Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained. 	<ul style="list-style-type: none"> Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.) Common teacher instructional planning time (agendas, outcome date, samples, etc.) Comprehensive School/District Improvement Plan (CIP) Curriculum and/or instructional audit (documentation) Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment Instruction related professional development/growth plans (with related data on student achievement) Models learning through attendance and application of knowledge from professional development opportunities (documentation) Evidence of annual review of district's mission statement and alignment to practice Evidence of teachers examining and using student achievement data to improve teaching/learning Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified) Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level. 	<ul style="list-style-type: none"> • Evidence of participation in community/school events • Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.) • Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.) • Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc. • Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities • Memberships and participation with community organizations (e.g., PTA, city council, etc.) • Participation in state, regional and national initiatives (documentation) • Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.) • Response to public and/or stakeholder concerns/issues (documentation) • Union collaboration (e.g., minutes, negotiations, grievances, etc.) • Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc. • An internal or external communication plan • Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

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

ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget. 	<ul style="list-style-type: none"> • District budget reflects priorities and expectations • Economic vision that includes participation with community development groups/stakeholders • Enrollment trend forecasts • External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.) • Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc. • Grants received/applied for that are aligned with goals of the district, plans for sustainability • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) • Construction project(s) management, including timelines, budgets and implementation techniques • Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent's goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



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**COALITION OF OREGON
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