Mount
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Evaluation of the Superintendent

A. Provisions for Evaluation

1. Responsibility for Evaluation: The board of directors shall be responsible for evaluation of the superintendent.

2. The board shall evaluate at least annually and plans to evaluate at least two times each contract year, such evaluations to be completed not later than June 15 of the year in which the evaluation takes place.

3. Prior to July 1, the board shall report the results of the evaluation to the superintendent in executive session. The superintendent shall be provided with a copy of the annual evaluation report.

4. The superintendent shall sign the school district's copy of the annual report to indicate that he or she has received a copy of the report. The signature of the superintendent does not, however, necessarily imply that the superintendent agrees with the contents of the evaluation report.

5. In the event that the superintendent has performance deficiencies in one or more areas the board and the superintendent shall attempt to develop a mutually agreeable written plan designed to improve the superintendent's effectiveness in the deficient areas.

6. The board shall provide the superintendent with periodic opportunities to discuss superintendent-board relationships, and shall inform him or her, at least annually, of any inadequacies as perceived by the board.

B. Purpose of Evaluation

Through evaluation of the superintendent, the board shall strive to:

1. Clarify for the superintendent his or her role in the school system as seen by the board.

2. Clarify for all board members the role of the superintendent in the light of his or her job description and the immediate priorities among his or her responsibilities as agreed upon by the board and the superintendent.

3. Develop harmonious working relationships between the board and superintendent.

4. Provide effective administrative leadership for the school system.

5. Establish annually a professional development plan for the superintendent, to be aligned with the board's development plan.

C. State Criteria for Superintendent's Evaluation

1. Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development.

2. School administration and management.

3. School finance.

4. Professional preparation and scholarship.

5. Effort toward improvement when needed.

6. Interest in pupils, employees, patrons and subjects taught in school.

7. Leadership.

8. Ability and performance of evaluation of school personnel.

D. <u>**Standards for Superintendent's Evaluation**</u>

<u>**Standard 1: Mission, Vision, and Core Values**</u>

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Themes:

A. *Builds commitment to the vision and mission.*

B. *Aligns district procedures and practices with the vision.*

C. *Holds board and staff mutually accountable for striving toward the vision.*

D. *Uses the vision as an indicator of progress.*

E. *Develops explicit strategies and processes to study and improve the district's capacity to improve.*

<u>**Standard 2: Equity and Cultural Responsiveness**</u>

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Themes:

A. *Recognizes and capitalizes on the diversity within the community.*

B. *Increases district capacity to positively address cultural tensions or conflicts.*

C. *Works to reduce opportunity and achievement gaps.*

D. *Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.*

<u>**Standard 3: Curriculum, Instruction, and Assessment**</u>

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Themes:

A. *Advocates for student learning as the district's highest priority.*

B. *Promotes the systematic improvement of coherent curriculum, instruction, and assessment.*

C. *Ensures that district policies, practices, and resources support learning for each student.*

D. *Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.*

Standard 4: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Themes:

A. *Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.*

B. *Develops and implements procedures and practices that advance a purposeful and safe learning environment.*

C. *Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.*

D. *Promotes the development of student agency in learning and community participation.*

E. *Articulates high expectations for ethical and professional behavior of district employees.*

Standard 5: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Themes:

A. *Focuses evaluation and professional development on the improvement of student learning.*

B. *Implements effective procedures for staff evaluation.*

C. *Develops systematic strategies for using professional development to improve student learning.*

D. *Personally models effective professional development.*

E. *Builds leadership capacity to improve student learning.*

F. *Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement.*

Standard 6: Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Themes:

A. *Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.*

B. *Develops strategies to involve families and community members in the educational process.*

C. *Develops strategies for constructive resolution of conflicts with families and community members.*

D. *Mobilizes community resources to support district goals.*

E. *Engages board and community in planning, conducting, and building community understanding of levy and bond measures.*

F. *Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues.*

Standard 7: Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Themes:

A. *Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.*

B. *Effectively manages fiscal resources in accord with board priorities and instructional improvement.*

C. *Strategically manages human resources to support instructional improvement and other district goals.*

D. *Effectively manages key elements of district operations.*

E. *Develops system for ensuring that employee performance meets district expectations.*

Standard 8: Collaboration with the Board

Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote each student's academic success and well-being.

Themes:

A. *Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.*

B. *Honors board policy.*

C. *Provides the board with timely information.*

D. *Treats all board members fairly, respectfully. and responsibly.*

E. *Provides necessary support for effective board decision-making.*

F. *Builds strong team relationships with the board.*

E. Verification of Evaluation Standards-Criteria Alignment

RCW Requirement	WSBSE Framework Rubric
Knowledge of, experience in, and training in recognizing good professional performance, capabilities and development.	Standard 5, Theme A: *Focuses evaluation and professional development on the improvement of student learning.* Standard 5, Theme B: *Implements effective procedures for staff evaluation.* Standard 5, Theme C: *Develops systematic strategies for using professional development to improve student learning.* Standard 7, Theme E: *Develops system for ensuring that employee performance meets district expectations.*

RCW Requirement	WSBSE Framework Rubric
School administration and management	<u>Standard 7, Theme A</u>: *Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.* <u>Standard 7, Theme C</u>: *Strategically manages human resources to support instructional improvement and other district goals.* <u>Standard 7, Theme D</u>: *Effectively manages key elements of district operations.*
School finance	<u>Standard 3, Theme C</u>: *Ensures that district policies, practices, and resources support learning for each student.* <u>Standard 6, Theme E</u>: *Engages board and community in planning, conducting, and building community understanding of levy and bond measures.* <u>Standard 7, Theme B</u>: *Effectively manages fiscal resources in accord with board priorities and instructional improvement.*
Professional preparation and scholarship	<u>Standard 1, Theme E</u>: *Develops explicit strategies and processes to study and improve the district's capacity to improve.* <u>Standard 3, Theme B</u>: *Promotes the systematic improvement of coherent curriculum, instruction, and assessment.* <u>Standard 5, Theme C</u>: *Develops systematic strategies for using professional development to improve student learning.*
Effort toward improvement when needed	<u>Standard 1, Theme E</u>: *Develops explicit strategies and processes to study and improve the district's capacity to improve.* <u>Standard 5, Theme D</u>: *Personally models effective professional development.*

RCW Requirement	WSBSE Framework Rubric
Interest in pupils, employees, patrons and subjects taught in school	<u>Standard 2, Theme A</u>: *Recognizes and capitalizes on the diversity within the community.* <u>Standard 2, Theme B</u>: *Increases district capacity to positively address cultural tensions or conflicts.* <u>Standard 2, Theme C</u>: *Works to reduce opportunity and achievement gaps.* <u>Standard 2, Theme D</u>: *Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.* <u>Standard 3, Theme A</u>: *Advocates for student learning as the district's highest priority.* <u>Standard 3, Theme B</u>: *Promotes the systematic improvement of coherent curriculum, instruction, and assessment.* <u>Standard 3, Theme C</u>: *Ensures that district policies, practices, and resources support learning for each student.* <u>Standard 3, Theme D</u>: *Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.* <u>Standard 4, Theme A</u>: *Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.* <u>Standard 4, Theme B</u>: *Develops and implements procedures and practices that advance a purposeful and safe learning environment.* <u>Standard 4, Theme C</u>: *Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.* <u>Standard 4, Theme D</u>: *Promotes the development of student agency in learning and community participation.*

RCW Requirement	WSBSE Framework Rubric
	Standard 6, Theme A: *Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.* Standard 6, Theme B: *Develops strategies to involve families and community members in the educational process.* Standard 6, Theme C: *Develops strategies for constructive resolution of conflicts with families and community members.*
Leadership	Standard 1, Theme A: *Builds commitment to the vision and mission.* Standard 1, Theme B: *Aligns district procedures and practices with the vision.* Standard 1, Theme C: *Holds board and staff mutually accountable for striving toward the vision.* Standard 1, Theme D: *Uses the vision as an indicator of progress.* Standard 1, Theme E: *Develops explicit strategies and processes to study and improve the district's capacity to improve.* Standard 2, Theme D: *Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.* Standard 4, Theme E: *Articulates high expectations for ethical and professional behavior of district employees.* Standard 5, Theme E: *Builds leadership capacity to improve student learning.* Standard 5, Theme F: *Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement.* Standard 6, Theme D: *Mobilizes community resources to support district goals.*

RCW Requirement	WSBSE Framework Rubric
	Standard 6, Theme F: *Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues.* Standard 8, Theme A: *Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.* Standard 8, Theme B: *Honors board policy.* Standard 8, Theme C: *Provides the board with timely information.* Standard 8, Theme D: *Treats all board members fairly, respectfully and responsibly.* Standard 8, Theme E: *Provides necessary support for effective board decision-making.* Standard 8, Theme F: *Builds strong team relationships with the board.*
Ability and performance of evaluation of school personnel	Standard 5, Theme A: *Focuses evaluation and professional development on the improvement of student learning.* Standard 5, Theme B: *Implements effective procedures for staff evaluation.* Standard 7, Theme E: *Develops system for ensuring that employee performance meets district expectations.*

F. **Evaluation Process**

I. Preparation

   a. Preparation will be conducted during the final evaluation meeting of the prior year, as well as the summer planning workshop.
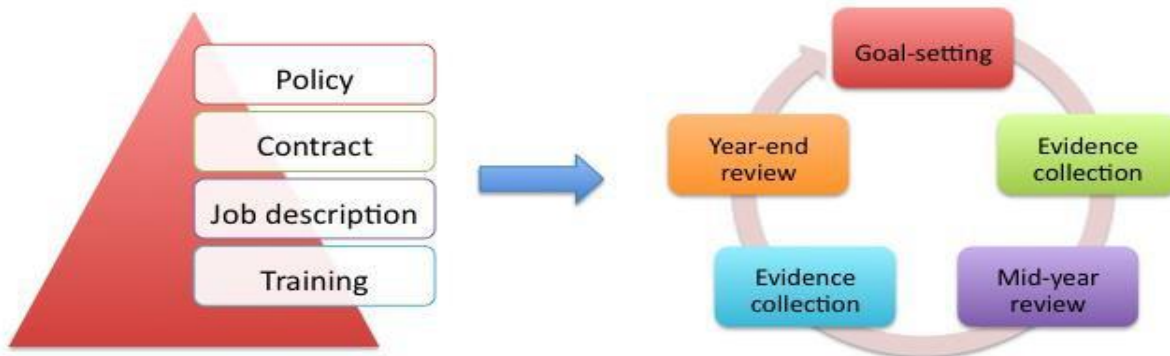
II. Goal Setting (by October 1)

   a. Board approval of the annual performance goals will be completed during their regular meeting in August.

III. Gathering Evidence

   a. The first evaluation conference will be conducted between board and the superintendent in executive session, by the conclusion of November.

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IV. <u>End-of-cycle Review (by June 15)</u>

    a. The final evaluation conference should be conducted between the board and the superintendent in executive session by the conclusion of the week prior to the first regular board meeting in June.

    b. The board will determine by the second regular meeting in June whether to extend the superintendent's contract for an additional year and shall take such action prior to the first of July of the succeeding year.

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Mount Vernon Schools

G. Annual Goal Setting

Washington Standards-Based Superintendent Framework – Annual Goals

Name:	District:	Year: 2018-19

Standard 1 — Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Theme X — *Description.*	.

Standard 2 — Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Standard 4 — Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Theme X — *Description.*	.

Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Standard 6 — Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.

Theme X — *Description.*	.

Board Approved: *Sample Format*	Type: Comprehensive

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H. Evaluation Report

Washington Standards-Based Superintendent Framework – Summary Rating Format

Name:	Year:	Rating	☐ U	☐ B	☐ P	☐ D
Standard 1 — Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 2 — Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 4 — Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 5 — Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 6 — Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D
Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.		Rating	☐ U	☐ B	☐ P	☐ D

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Washington Standards-Based Superintendent Framework – Summary Rating Format

General Comments.

Board President Signature:	Date:
Superintendent Signature:	Date:

Cross Reference: Procedure 5240P Evaluation of the Superintendent Legal

Legal References: RCW 28A.405.100 Minimum criteria for the evaluation of certificated employees, including administrators—Procedure—Scope— Models— Penalty