



Fort Wayne Community Schools

Superintendent's Evaluation Process
September 12, 2011

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Contract Agreement

CONTRACT OF EMPLOYMENT BETWEEN

FORT WAYNE COMMUNITY SCHOOLS AND

DR. WENDY Y. ROBINSON

(DATED NOVEMBER 23, 2009, as amended)

From Section 3:

“The parties may adjust the Superintendent’s annual base salary within ninety (90) days after the end of any contract year, to be effective for the following contract year, by mutual written consent as an amendment to this Agreement. Absent such mutual agreement, the Superintendent’s annual base salary shall remain unchanged for the next contract year.”

Contract Agreement

CONTRACT OF EMPLOYMENT BETWEEN

FORT WAYNE COMMUNITY SCHOOLS AND

DR. WENDY Y. ROBINSON

(DATED NOVEMBER 23, 2009, as amended)

From Section 5:

“The Board shall annually evaluate the Superintendent based upon national superintendent evaluation standards developed mutually by the Board and Superintendent, and upon any other goals or standards to which the Board and Superintendent may agree. The evaluation shall be confidential, discussed in executive session, and released to the public as the Board collectively and Superintendent may agree.”

North Carolina Superintendent Evaluation Process (September 2010)



North Carolina
SUPERINTENDENT
EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

MARTEL

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North Carolina Superintendent Evaluation Focus

“Effective leadership means more than simply knowing what to do— it’s knowing when, how, and why to do it. Effective leaders understand how to balance pushing for change while at the same time, protecting aspects of culture, values, and norms worth preserving. They know which policies, practices, resources, and incentives to align and how to align them with organizational priorities. They know how to gauge the magnitude of change they are calling for and how to tailor their leadership strategies accordingly. Finally, they understand and value the people in the organization. They know when, how, and why to create learning environments that support people, connect them with one another, and provide the knowledge, skills, and resources they need to succeed. This combination of knowledge and skills is the essence of balanced leadership.”¹

1. Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.

The combination of knowledge and skills just described is the focus of the superintendent evaluation process developed by McREL for the North Carolina Department of Public Instruction.



Superintendent Evaluation Process

Public Document

For _____ School Year



FORT WAYNE COMMUNITY SCHOOLS

Superintendent Evaluation Process

Name of Superintendent: _____ Date: _____

Task	Instrument Used	Completed By	Timeline	Date Completed
I. Goal Setting	<ul style="list-style-type: none"> • Superintendent Effectiveness Rubric • Superintendent Goal Setting Worksheet 	Superintendent and Board	July / August	
II. Quarterly/Mid-Year Status Report	<ul style="list-style-type: none"> • Supporting Data/Documentation 	Superintendent	October January April	
III. Final Status Report	<ul style="list-style-type: none"> • Superintendent Effectiveness Rubric • Superintendent Evaluation Worksheet-Individual • District Growth Data • Mutual Goals 	Superintendent	July	
IV. Evaluation				
A. Individual Assessments	<ul style="list-style-type: none"> • Superintendent Evaluation Worksheet-Individual 	Individual Board Members	July	
B. Final Assessment	<ul style="list-style-type: none"> • Superintendent Evaluation Summary Worksheet 	Board Evaluation Committee	August	
V. Compensation Determined	<ul style="list-style-type: none"> • Components Utilized to Determine Superintendent Compensation Adjustments 	Board Evaluation Committee	Before September 28th	

Superintendent Evaluation Documents

1. Superintendent Effectiveness Rubric (Public Document)
2. Goal Setting Worksheet (Public Document)
3. Supporting Data & Documents (Public Document)
4. Superintendent Evaluation Worksheet - Individual (Confidential Document)
5. Superintendent Evaluation Worksheet - Summary (Confidential Document)
6. Compensation Adjustment Document (Public Document)



Superintendent Effectiveness Rubric

Public Document



FORT WAYNE COMMUNITY SCHOOLS

Superintendent Effectiveness Rubric*

Purpose: Outlines the standards that are the foundation for the evaluation.

Name of Superintendent: _____ Date: _____

Performance Rating Scale:

Distinguished (4) – consistently and significantly exceeded basic competence on standards of performance

Accomplished (3) – exceeded basic competence on standards for performance most of the time

Proficient (2) – demonstrated basic competence on standards of performance

Developing (1) – demonstrated growth during the period of performance, but has not yet demonstrated basic competence on standards(s) of performance

Unsatisfactory (0) – did not demonstrate adequate growth during the period of performance and did not demonstrate competence on standard(s)

FORT WAYNE COMMUNITY SCHOOLS

Superintendent Effectiveness Rubric

(Continued)

Standard 1: Strategic Leadership

The superintendent creates conditions that result in meeting the FWCS vision, mission, and goal that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. The superintendent creates a climate of inquiry challenging the community to continually re-purpose itself by building on the FWCS core values and beliefs about the preferred future and then develops a pathway to reach it.

Standard 2: Instructional Leadership

The superintendent sets high standards for professional practice of 21st Century instruction and assessment that result in an accountable environment. The superintendent creates professional learning communities resulting in highly engaging instruction and improved student learning. The superintendent sets specific achievement targets for schools and students and then ensures the consistent use of research-based effective instructional strategies in all classrooms to reach the targets.

Standard 3: Cultural Leadership

The superintendent understands and acts the important role a system's culture has in the exemplary performance of all schools. The superintendent understands the people in FWCS and Fort Wayne, how they came to their current state, and how to connect with their traditions in order to move them forward to support FWCS efforts to achieve individual and collective goals. The superintendent is able to 'reculture' the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

Standard 4: Human Resource Leadership

The superintendent ensures that FWCS is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plan professional development, and engage in FWCS leadership succession planning.

Standard 5: Managerial Leadership

The superintendent ensures that FWCS has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of FWCS and gives priority to student learning and safety. The superintendent solicits resources (both operating and capital), monitors their use, and assures the inclusion of all stakeholders in decisions about resources to meet the 21st Century needs of FWCS.

Standard 6: External Development Leadership

The superintendent, in concert with the FWCS Board of School Trustees, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Standard 7: Micro-political Leadership

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge the superintendent works with the FWCS Board of School Trustees to define mutual expectations, policies, and goals to ensure the academic success of all students.

Superintendent Effectiveness Rubric

(Continued)

Standard 1: Strategic Leadership

a. FWCS Plan: The FWCS identity (its vision, mission, values, beliefs and goals) is derived from the processes used to establish these attributes, and the ways they are embodied in the life of the community.				
Distinguished (4): consistently and significantly exceeded basic competence on standards of performance	Accomplished (3): exceeded basic competence on standards for performance most of the time	Proficient (2): demonstrated basic competence on standards of performance	Developing (1): demonstrated growth during the period of performance, but has not yet demonstrated basic competence on standards(s) of performance	Unsatisfactory (0): did not demonstrate adequate growth during the period of performance and did not demonstrate competence on standard(s)
<p>“Accomplished” and: Leads so the FWCS plan and implementation processes are referred to by other districts as a model that prompts, supports, or guides similarly integrative and effective planning efforts.</p> <p>Conscientiously and routinely solicits input from stakeholder groups to determine the effectiveness of the FWCS plan and ensures that changes to the plan are based on relevant information.</p> <p>Establishes a rigorous and systematic approach to update or rewrite the FWCS vision, mission, values, beliefs, and goals, and revise the Balanced Scorecard following a collaboratively established and well-publicized schedule.</p>	<p>“Proficient” and: Ensures that the FWCS plan is implemented as intended by its developers.</p> <p>Develops relationships, within and beyond the school community, that ensures understanding and appreciation of the FWCS vision and that positively affect and are affected by the community context.</p> <p>Develops effective systems of open and honest communication between and among FWCS leaders, the business and faith communities, parents, and students.</p> <p>Uses input from all stakeholder groups to determine the effectiveness of strategies used to meet goals and guides revisions to the institutional plan.</p>	<p>“Developing” and: Facilitates the development and implementation of an institutional plan, aligned to the FWCS mission, local priorities, and to the goals of the Indiana Department of Education.</p> <p>Participates in consistent, sustained, open communication with Area Administrators and principals about how school policies and practices relate to the FWCS mission and vision.</p> <p>Creates processes and procedures for developing, implementing, and maintaining the FWCS plan that:</p> <ul style="list-style-type: none"> • Ensures the periodic review and update of the FWCS vision, mission, and goals. • Drives decisions and reflects the culture of FWCS. • Establishes clear priorities among FWCS instructional goals and objectives. • Drives the categories and priorities on the Balanced Scorecard. 	<p>Develops and communicates a personal vision of a 21st century school district.</p> <p>Creates a working relationship with the FWCS Board of School Trustees that results in a shared vision for FWCS.</p> <p>Convenes a core group of FWCS leaders to develop an FWCS improvement plan focused on student learning and targeting short-term goals and objectives.</p> <p>Effectively communicates the FWCS improvement plan to the Area Administrators, principals and other leaders.</p> <p>Uses multiple sources of data to develop goals and objectives and facilitate needed changes for improvement.</p>	

Superintendent Goal Setting Worksheet



FORT WAYNE COMMUNITY SCHOOLS

Public Document

For _____ School Year

Superintendent Goal Setting Worksheet

Purpose: To document the goals established mutually by the board and superintendent. No more than three (3) goals should be established for a single school year. It is not necessary for the superintendent to have a goal for each standard.

Name of Superintendent: _____ Date: _____

Mutual Superintendent Goals	Standard	Descriptor	Key Activities/ Strategies	Supporting Data/Documents	Timeline for Achieving Goal
# _____	<ul style="list-style-type: none"> <input type="checkbox"/> Strategic Leadership <input type="checkbox"/> Instructional Leadership <input type="checkbox"/> Cultural Leadership <input type="checkbox"/> Human Resource Leadership <input type="checkbox"/> Managerial Leadership <input type="checkbox"/> External Development Leadership <input type="checkbox"/> Micro-political Leadership 				



Supporting Data & Documents

Public Document

For _____ School Year



FORT WAYNE COMMUNITY SCHOOLS

Supporting Data and Documents

Purpose: Document evidence used to support category placement on the Superintendent Effectiveness Rubric.

Name of Superintendent: _____ Date: _____

For the Purpose
of Bonus/Incentive

_____ %

Standard 1: Strategic Leadership

The superintendent creates conditions that result in meeting the FWCS vision, mission, and goal that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. The superintendent creates a climate of inquiry challenging the community to continually re-purpose itself by building on the FWCS core values and beliefs about the preferred future and then develops a pathway to reach it.

Supporting data and documents:

- _____
- _____
- _____
- _____

Standard 2: Instructional Leadership

_____ %

The superintendent sets high standards for professional practice of 21st Century instruction and assessment that result in an accountable environment. The superintendent creates professional learning communities resulting in highly engaging instruction and improved student learning. The superintendent sets specific achievement targets for schools and students and then ensures the consistent use of research-based effective instructional strategies in all classrooms to reach the targets.

Supporting data and documents:

- _____
- _____
- _____

FORT WAYNE COMMUNITY SCHOOLS

Supporting Data & Documents

(Continued Page 2)

For the Purpose
of Bonus/Incentive

Standard 3: Cultural Leadership

_____ %

The superintendent understands and acts the important role a system’s culture has in the exemplary performance of all schools. The superintendent understands the people in FWCS and Fort Wayne, how they came to their current state, and how to connect with their traditions in order to move them forward to support FWCS efforts to achieve individual and collective goals. The superintendent is able to ‘reculture’ the district, if needed, to align with the district’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

Supporting data and documents:

- _____
- _____
- _____
- _____

Standard 4: Human Resource Leadership

_____ %

The superintendent ensures that FWCS is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plan professional development, and engage in FWCS leadership succession planning.

Supporting data and documents:

- _____
- _____
- _____
- _____

Supporting Data & Documents

(Continued Page 3)

For the Purpose
of Bonus/Incentive

_____ %

Standard 5: Managerial Leadership

The superintendent ensures that FWCS has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of FWCS and gives priority to student learning and safety. The superintendent solicits resources (both operating and capital), monitors their use, and assures the inclusion of all stakeholders in decisions about resources to meet the 21st Century needs of FWCS.

Supporting data and documents:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Standard 6: External Development Leadership

_____ %

The superintendent, in concert with the FWCS Board of School Trustees, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Supporting data and documents:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



Supporting Data & Documents

(Continued Page 4)

For the Purpose
of Bonus/Incentive

_____ %

Standard 7: Micro-political Leadership

The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge the superintendent works with the FWCS Board of School Trustees to define mutual expectations, policies, and goals to ensure the academic success of all students.

Supporting data and documents:

- _____
- _____
- _____
- _____
- _____
- _____

Superintendent signature _____ Date _____

Board President signature _____ Date _____

Superintendent Evaluation Worksheet - Individual

Executive Session Document
 FORT WAYNE COMMUNITY SCHOOLS For _____ School Year
Superintendent Evaluation Worksheet – Individual

Purpose: This form is used to summarize self-assessment and evaluator ratings in preparation for the summary evaluation conference.

Each board member will independently rate the Superintendent Effectiveness Rubric on each descriptor. The scoring system for the Superintendent rubric is a 3-step process designed to use the ratings of all school board members in a fair and objective manner. This process involves:

1. Each school board member will independently rate the superintendent on each descriptor.
2. The final rating for each standard is the median rating of all of the school board member ratings.
3. Once the majority scores for all of the standards are determined, the overall score is determined based on the median scores for all of the standards.

Name of Superintendent: _____ Date: _____

Name of Evaluator _____ Title: _____

Distinguished (4) – consistently and significantly exceeded basic competence on standards of performance

Accomplished (3) – exceeded basic competence on standards for performance most of the time

Proficient (2) – demonstrated basic competence on standards of performance

Developing (1) – demonstrated growth during the period of performance, but has not yet demonstrated basic competence on standards(s) of performance

Unsatisfactory (0) – did not demonstrate adequate growth during the period of performance and did not demonstrate competence on standard(s)

Standards	Description	Distinguished (4)	Accomplished (3)	Proficient (2)	Developing (1)	Unsatisfactory (0)
1. Strategic Leadership	District Goals/BSC					
	Leading Change					
	Distributive Leadership					
	Overall: Strategic Leadership					
2. Instructional Leadership	Focus on Learning and Teaching: Curriculum, Instruction and Assessment					
	Overall: Instructional Leadership					

Superintendent Evaluation Worksheet - Individual

(Continued Page 2)

Standards	Description	Distinguished (4)	Accomplished (3)	Proficient (2)	Developing (1)	Unsatisfactory (0)
3. Cultural Leadership	Focus on Collaborative Work Environment					
	Acknowledge Failures, Celebrates Accomplishments and Rewards					
	Efficacy and Empowerment					
	Overall: Cultural Leadership					
4. Human Resource Leadership	Professional Dev./ Learning Comm.					
	Recruiting, Hiring & Mentoring Staff					
	Teacher and Staff Evaluation					
	Overall: Human Resource Leadership					
5. Management Leadership	School Resources and Budget					
	Conflict Management & Resolution					
	Systemic Communication					
	District Expectations for Students and Staff					
	Overall: Management Leadership					
6. External Development Leadership	Parent and Community Involvement and Outreach					
	Federal, State and District Mandates					
	Overall: External Development Leadership					

Superintendent Evaluation Worksheet - Individual

(Continued Page 3)

Standards	Description	Distinguished (4)	Accomplished (3)	Proficient (2)	Developing (1)	Unsatisfactory (0)
7. Micro-political Leadership	Superintendent Micro-political Leadership					
	Overall: Micro-political Leadership					

Superintendent signature _____ Date _____

Board President signature _____ Date _____

Superintendent Evaluation Summary Worksheet

Executive Session



FORT WAYNE COMMUNITY SCHOOLS

For _____ School Year

Superintendent Evaluation Summary Worksheet

Purpose: This form is used to summarize the Superintendent Evaluation Worksheet and self-assessment ratings in preparation for the summary evaluation conference. Process for scoring will be determined by Board Evaluation Committee.

- Distinguished (4)** – consistently and significantly exceeded basic competence on standards of performance
- Accomplished (3)** – exceeded basic competence on standards for performance most of the time
- Proficient (2)** – demonstrated basic competence on standards of performance
- Developing (1)** – demonstrated growth during the period of performance, but has not yet demonstrated basic competence on standard(s) of performance
- Unsatisfactory (0)** – did not demonstrate adequate growth during the period of performance and did not demonstrate competence on standard(s)

Name of Superintendent: _____ Date: _____

Standard	Rating				
	Distinguished (4)	Accomplished (3)	Proficient (2)	Developing (1)	Unsatisfactory (0)
1. Strategic Leadership					
2. Instructional Leadership					
3. Cultural Leadership					
4. Human Resource Leadership					
5. Management Leadership					
6. External Development Leadership					
7. Micro-political Leadership					
Overall					

Components Utilized to Determine Superintendent Compensation Adjustment

Public Document

For _____ School Year



FORT WAYNE COMMUNITY SCHOOLS

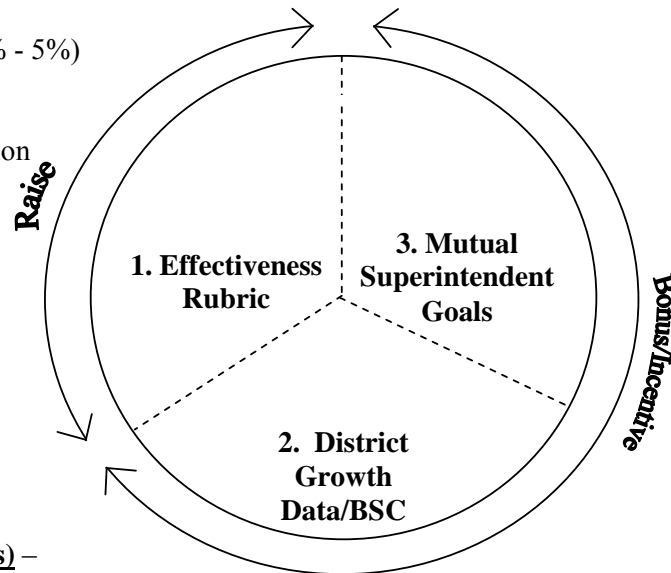
Components Utilized to Determine Superintendent Compensation Adjustments

Name of Superintendent: _____ Date: _____

1. **Effectiveness Rubric** – Annual Raise (0% - 5%)
 - a. Board completes
 - b. Superintendent completes and provides appropriate documentation

2. **District Growth Data/Balanced Scorecard** – Bonus Incentive*

3. **Mutual Superintendent Goals (Targets)** – Bonus Incentive*



*Total of funds to be allocated for a bonus/incentive will need to be established at the beginning of the Evaluation cycle (10%-25% of base). Three levels of pay out based upon the percentage of goals met.

Scoring System

Superintendent Effectiveness Evaluation

1. Each Board member will independently rate the Superintendent on each descriptor within each of the seven standards and then rate the Superintendent overall on each of the seven standards.
2. The final rating for each standard is the median, or middle, rating of all the Board members' ratings.
3. Once the median scores for all of the standards are determined, the overall score for the Superintendent is determined based on the median score for all the standards.

Note: The median rating is the middle score of the group of scores. If only an even number of Board members participate in the evaluation process, there is no median score. Rather, the median is between the two middle scores. In such cases, the raters should use the higher of those two scores.

4. Annual Raise Calculation:

Overall Score – Proficient or Lower:	No increase.
Overall Score – Accomplished:	50% of Maximum Proposed Increase.
Overall Score – Distinguished:	100% of Maximum Proposed Increase.

Performance Pay/Incentive Pay Plan (Weighted Scoring)

Step 1: Set the maximum amount of base salary that can be earned in plan.

(Usually 10%-25% of base salary)

Step 2: Divide amount into two pots; identify amount of 100% payout in each pot:

Pot A: District Growth Data/BSC Supplemental Compensation

1. Set 3 targets: 85%; 100%; 120%.
2. Calculate performance bonus based on level of achievement

Pot B: Mutual Superintendent Goals

1. Establish 3 to 5 objectives/goals.
2. Weight objectives/goals.
3. Set 3 targets for each objective/goal: 85%; 100%; 120%.
4. Calculate performance bonus based on level of achievement and weighted importance.

Timeline

<p>September 12, 2011 (Public Meeting)</p>	<p>Explanation of Superintendent Evaluation Process</p>
<p>September 19, 2011: (Executive Session)</p>	<p>Finalize Superintendent Evaluation for 2010-11.</p>
<p>September 26, 2011 (Public Meeting)</p>	<ol style="list-style-type: none"> 1. Approve Superintendent Process for 2011-12 and thereafter. 2. Determine Superintendent Compensation Adjustment Based on 2010-11 Performance/Effectiveness Evaluation.
<p>September 28, 2011:</p>	<p>Deadline for Establishing Any Compensation Adjustment for Superintendent Based on 2010-11 Performance/Effectiveness Evaluation.</p>