Tumwater School District

Dr. Carole Meyer
Interim Superintendent

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School Director's Agenda
Work Session

Thursday, October 13, 2022
6:00-7:00 PM
Location: District Office & YouTube
621 Linwood Ave. SW Tumwater, WA 98512

6:00 p.m.   **Work Session**
- Capital Facilities Plan (*Mel Murray*)

6:30 p.m.   **Superintendent Updates**
- WA Standards-Based Superintendent Evaluation/Rubric
- Critical Incident Response Guidelines
- Secondary Traumatic Stress and Self-Care Packet
- Best Practices for Elevating Student Voice

NEXT BOARD MEETING: Regular Board Meeting on October 27, 2022
The Board may also schedule additional special or emergency meetings consistent with RCW 28A.343.380.

BOARD OF DIRECTORS
MELISSA BEARD   DARBY KAIKKONEN   SCOTT KILLOUGH   CASEY TAYLOR

"Continuous Student Learning in a Caring, Engaging Environment"

DATE:	October 6, 2022
TO:	Tumwater School Board of Directors
FROM:	Mel Murray, Construction and Capital Projects Supervisor
SUBJECT:	**Capital Facilities Plan 2022 - 2028**
	Update Highlights

The draft Capital Facilities Plan is available on the TSD / Capital Projects Department website under the "Capital Facilities Plan" heading.

Each year the six-year Tumwater School District Capital Facilities Plan (CFP) is updated by the Capital Projects Department. The Growth Management Act (GMA) requires districts like Tumwater to develop a CFP as a condition of collecting fees to reduce the impacts of new housing. The Plan is required to project enrollment for at least six years and compare this to current school capacity. The plan considers what new facilities or additions to existing ones are needed, their costs, the source of funds and the timing in order to maintain capacity for students. All district capital projects are included in the CFP, but only those projects that add capacity are used to calculate school impact fees. Our CFP is incorporated by the City of Tumwater and Thurston County as a sub-element of their Capital Facility Plans. The *draft plan* presented here uses unofficial September enrollment headcounts. Any discussion of enrollment in the Plan or this memo uses headcount. For the public hearing and adoption at the October 27 Board meeting, we will use the official October counts and note any changes.

Chapters 1-3, Table 1 and Attachment 'A'

1. Chapter 1 is the introduction and an overview of the Plan.

2. Chapter 2 is a background of growth legislation. Before the Growth Management Act (GMA), the mitigation of the impacts of growth on schools were managed via the State Environmental Policy Act (SEPA) through agreements for dedication of land, provision of public improvements to serve the subdivision and/or the imposition of mitigation fees as a condition of subdivision approval.

3. When the GMA passed in 1990 its intent was to ensure adequate public facilities are available to serve new growth, to establish standards in which growth pays a

proportionate share of the cost of those facilities, and that the fees are not arbitrary or duplicative. In addition, the fees are to be included as part of a capital financing plan which balances impact fees with other sources of public funds. The fees need to reasonably relate to and benefit new growth.

4. Besides schools, impact fees can be collected for fire districts, parks and transportation.

5. Chapter 3 is a general description of Tumwater School District and the rationale behind capacity calculations. We count the number of general education classrooms and use a blended average of 22 for elementary schools and 25 per classroom for middle and high schools.

6. Table 1 shows the capacity and student enrollment headcount on September 12, 2022 of each of each school and is summed by elementary, middle and high school grade spans. The GMA (and OSPI) look at capacity system-wide and not by individual schools.

7. Modular (portable) classrooms are deemed temporary and not permanent capacity. Since New Market serves a consortium of eleven districts and its classrooms do not add capacity for TSD is therefore not counted. TWEST at Thurston County Juvenile Center serves students county-wide and is not counted in our capacity calculations.

8. Tumwater Virtual Academy (TVA) does not have any classrooms and is therefore not included in capacity calculations.

9. Attachment 'A' is the map of our attendance areas.

Chapter 4 & Table 2

1. Chapter 4 and Table 2 cover the enrollment (headcount) forecast by grade level for the next six years. Attachment 'D' is an enrollment forecast study done in 2018 by a consultant. This was done before the elementary attendance boundary changes and before the COVID pandemic.

2. The forecast indicates we will have a growing number of students through the end of the decade. The current period is similar to the 1990's when East Olympia Elementary, Tumwater Hill Elementary, Bush Middle School and Black Hills High School were all

newly added to TSD because of rapidly increasing enrollment. The 1990's growth was one generation after the baby boom – an echo. The current growth we are seeing now another thirty years later may be an echo of the echo.

3. Enrollment growth is projected using a rate that is an average of the last six years of cohort survival. The rate is either above or below 100%; above and the grade level is gaining members; below and it is losing members. These projections are summed each year by elementary, middle and high school grade spans.

4. What causes growth in a cohort as it progresses is more students moving or transferring in than out or more students attending using inter-district transfers. The opposite is true of a decline in a cohort. This can be seen by following a grade diagonally down the table. For example, the 457 kindergarteners in 2016 has grown to 510 sixth graders this year and projected to be a senior class of 579 in 2028. Conversely, the 2017 kindergarten class has declined over the last six years and therefore projected to continue this decline unless the current housing starts increase enrollment.

TABLE 2
TUMWATER SCHOOL DISTRICT NO. 33
DISTRICT ENROLLMENT FORECAST
2022 - 2028 Capital Facilities Plan

	Actual 2016	Actual 2017	Actual 2018	Actual 2019	COVID 2020	Actual 2021	Actual 2022	Projected 2023	2024	2025	2026	2027	2028
Kindergarten	457	490	431	462	462	481	437	449	461	474	486	500	513
Grade One	436	501	473	431	431	423	499	461	474	487	500	513	527
Grade Two	459	447	500	468	468	451	427	516	476	489	503	516	530
Grade Three	469	478	439	512	512	454	465	442	533	493	506	520	534
Grade Four	451	492	491	434	434	480	451	476	453	546	505	519	533
Grade Five	443	458	484	487	487	521	484	467	494	469	566	523	537
Grade Six	493	470	467	497	497	454	510	503	485	513	487	588	543
Grade Seven	505	517	462	464	464	472	434	523	515	497	526	499	603
Grade Eight	507	508	512	457	457	498	455	444	534	527	508	537	510
Grade Nine	548	559	539	540	540	513	549	497	484	583	575	555	586
Grade Ten	549	552	552	540	540	508	494	556	503	490	591	582	562
Grade Eleven	540	524	493	503	503	536	478	474	533	482	470	566	558
Grade Twelve	537	540	502	480	480	520	527	489	484	545	493	480	579
K-5 HEADCOUNT	2715	2866	2818	2794	2794	2810	2763	2811	2891	2957	3066	3091	3175
6-8 HEADCOUNT	1505	1495	1441	1418	1418	1424	1399	1469	1535	1537	1521	1624	1656
9-12 HEADCOUNT	2174	2175	2086	2063	2063	2077	2048	2015	2004	2100	2128	2184	2285
TOTAL K-12	6394	6536	6345	6275	6275	6311	6210	6295	6430	6595	6715	6899	7116

5. It is important to note this CFP enrollment projection is to determine capacity needed. It is not used to determine general fund revenue or staffing levels.

6. The Student Generation Rate study, last done in 2020, is in Attachment 'C'. The study compares all student addresses (no names are used) for the 2019-2020 school year with the addresses of building permits issued for single- and multi-family homes for the preceding five years. For this particular study, there were 722 SF homes and 240 MF units built in those five years. These had 443 students living in them who attended our schools. The summary by elementary, middle and high school grade spans are in Table 8 and also shown by grade level in the study itself. SF homes generate the most students at the third-grade level at 0.055 per home (or 1 per 18 homes), conversely MF units produced no third graders. The Student Generation Rate (SGR) is an important variable in calculating school impact fees.

Exhibit 2. Tumwater School District Student Generation Rates by Grade Level

2020 Tumwater School District Student Generation Rates by Grade Level	Single Family	Multifamily
Kindergarten	0.043	0.008
Grade 1	0.046	0.004
Grade 2	0.062	0.013
Grade 3*	0.055	-
Grade 4	0.047	0.021
Grade 5	0.047	0.004
Grade 6	0.051	0.021
Grade 7	0.037	0.008
Grade 8	0.043	0.013
Grade 9	0.040	0.008
Grade 10	0.037	0.013
Grade 11	0.030	0.038
Grade 12	0.021	0.008
Total (All Grades)	0.561	0.158

Chapter 5 & Table 3

1. These match capacity in Table 1 with growth in Table 2. At the elementary level a new school is needed in 2026 or we will be over our capacity by 344 students (256 – 600 = 344). At both middle and high school levels we are okay until 2030.

TABLE 3
TUMWATER SCHOOL DISTRICT NO. 33
DEMAND VS. SUPPLY OF SCHOOL FACILITIES
2022 - 2028 Capital Facilities Plan

YEAR	DEMAND	LEVEL OF SERVICE CAPACITY	PERCENT	CAPACITY INCREASE	SURPLUS OR DEFICIT	CAPACITY CHANGES
ELEMENTARY SCHOOL						
2021	2,810	2,722	103%	0	-88	
2022	2,763	2,722	102%	0	-41	
2023	2,811	2,722	103%	0	-89	
2024	2,891	2,722	106%	0	-169	
2025	2,957	2,722	109%	0	-235	
2026	3,066	3,322	92%	600	256	Add new Elementary
2027	3,091	3,322	93%	0	231	
2028	3,175	3,322	96%	0	147	
2029	3,261	3,322	98%	0	61	
MIDDLE SCHOOL						
2021	1,424	1,719	83%	0	295	
2022	1,399	1,719	81%	0	320	
2023	1,469	1,719	85%	0	250	
2024	1,535	1,719	89%	0	184	
2025	1,537	1,719	89%	0	182	
2026	1,521	1,719	88%	0	198	
2027	1,624	1,719	94%	0	95	
2028	1,656	1,719	96%	0	63	
2029	1,731	1,719	101%	0	-12	
HIGH SCHOOL						
2021	2,077	2,406	86%	0	329	
2022	2,048	2,406	85%	0	358	
2023	2,015	2,406	84%	0	391	
2024	2,004	2,406	83%	0	402	
2025	2,100	2,406	87%	0	306	
2026	2,128	2,406	88%	0	278	
2027	2,184	2,406	91%	0	222	
2028	2,285	2,406	95%	0	121	
2029	2,260	2,406	94%	0	146	

Chapters 6-7 & Table 4

1. Chapter 6 reviews the sources of funds for school construction projects. These are bonds, capital levies, miscellaneous sources like grants or energy rebates, and the state School Construction Assistance Program (SCAP). SCAP funds used to be called "matching funds" but the actual percentage of total school construction project costs has been declining year after year until the term "matching" has become a misnomer.

2. The 2022 TSD "state funding assistance percentage" is 61.73%. This means we have less than the State average assessed value per student.

3. The "construction cost allocation" is $246.83 per square foot of eligible building area in 2022. Schools are currently are being built for over $500 per SF.

4.   Below is the table from the OPSI School Facilities Manual that summarizes the SCAP

funding calculations for an _eligible_ project.

Table 2.1 School Construction Assistance Funding Categories

Assistance For:	Applies To:	Multiply the following amounts by the State Funding Assistance Percentage		
		New/Additions	Modernization	New-in-lieu
Eligible Construction Cost WAC 392-343-020(2)(a)	Any State Funded Project	Construction Cost Allocation X Approved Area	Actual Bid Cost Per SF - Not to Exceed 100% of the Construction Cost Allocation X Approved Area	
Educational Specifications WAC 392-343-065	Any State Funded Project greater than 15,000	Greater of: (a) 1/4 of 1% (.0025) of Construction Cost Allocation X Approved Area or (b) $10,000		
Basic Architectural/ Engineering Fees WAC 392-343-070	Any State Funded Project; or Any School Structure Except Barn or Agricultural Building RCW 18.08.410	Fee Percentage from WAC 392-343-070 X Construction Cost Allocation X Approved Area	1.5 X Fee Percentage from WAC 392-343-070 X Approved Area X lower of: (a) Construction Cost Allocation, or (b) Actual Bid Cost per square foot	Fee Percentage from WAC 392-343-070 X Construction Cost Allocation X Approved Area
Energy Conservation Report Preparation and Review Fees WAC 392-343-075	Any State Funded Project Over 25,000 Square Feet	Preparation Fee - Up to $10,000 Review Fee - Up to $2,000		
Value Engineering Study Constructability Reviews	Any State Funded Project Over 15,000 SF Optional 15,000– 49,999 SF Required over 50,000 SF	Greater of: (a) 2/5 of 1% (0.0040) of Construction Cost Allocation X Approved Area, or (b) $20,000		
Building Commissioning WAC 392-343-080	Any state funded project Greater than 5,001 SF	5,001 SF– 9,999 SF - $7,500 10,000 SF–14,999 SF = $10,000 15,000 SF and above; greater of: a) 2/5 of 1% (0.0040) of construction cost allocation X approved Area or, b) @20,000		
Construction Cost-Saving Incentive WAC 392-343-085	Any State Funded New School or Major Addition Where Actual Bid Cost Per SF is less than the Construction Cost Allocation, (An addition must be at Least 50% of the Existing Building Area)	Local Share = 60% of Amount Actual Bid Cost Per SF **below** the Construction Cost Allocation	Does Not Apply	

5.   OSPI determines project eligibility by dividing the building area by an arbitrary square

foot allowance per student to arrive at a capacity. For example, at the elementary level,

90 SF per student is used; most schools built recently have over 130 SF per student. In

the CFP capacity is determined by the number of classrooms. Littlerock Elementary with

53,700 has a capacity of 608 students per OSPI but using 22 students per each of its

classrooms the CFP design capacity is 374. The classrooms could hold more students by

going into an overload situation for flexibility that is built into the system.

6. Not every project is eligible and even if a project is eligible, much of it may not be. Using the Littlerock Elementary Replacement project as an example, it was eligible for "New In-Lieu of Modernization" using the option of replacing the buildings instead of renovating them. The new building area is 34,900 SF but the area of the old buildings being replaced was 15,800 SF. Therefore, for SCAP funding ony 15,800/34,900 or 45% of the new area was eligible. Why did we build 19,100 SF more than we were eliglible for? Because the old buildings we replaced had fewer, smaller classrooms each with an exterior door. The new building has more, larger classrooms with doors to interior hallways for both safety and energy efficiency. The admin office building was replaced with an office suite interior to the new building, also with more space. A separate cafeteria was added as well. The following is comparison of the Littlerock project cost vs. SCAP funding received.

Littlerock New-In-Lieu/Addition	8/31/15	D-10
Description	Budget	State Portion
TOTAL Counsultant/Planning	$2,313,220	$369,160
TOTAL Bidding & Agency Expenses	$355,000	$0
TOTAL Construction Building & Site	$16,707,445	$2,071,619
TOTAL Other Project Costs	$970,000	$41,432
TOTAL PROJECT COST	$20,345,665	$2,482,211

7. Table 4 is an estimate of costs for a new elementary school and portables. Construction costs have gone up by 33% over the past two years for new schools and has raised the overall project cost from $45 million to over $60 million.

8. Attachment B has a map of TSD vacant lands and conceptual school site plans for three potential elementary and one middle school sites. The site on 93rd Avenue SE would likely be the location of the new elementary school. The school would designed to hold 600 students in grades K-5.

Chapter 8 & Table 5

1. The financial plan provides the details of District plans to spend funds on all capital projects and the source of these funds. Growth-related projects are a new elementary school and portables for temporary capacity until it can be built. Other projects include modernization (renovation) projects at Bush Middle and Tumwater Middle (6th & 7th grade Pods) Schools and unspecified renovations at both high schools.

2. Project costs for the next six years are estimated to be $222,836,000.

3. Revenues come from four main sources – remaining capital funds, future bonds, current and future capital levies, future State grants, impact fees and small miscellaneous sources:

2021-22 Ending fund Balance	$ 8,000,000
+ Capital Levy	35,600,000
+ Bond Sales (needs voter approval)	85,000,000
+ State Grants	70,800,000
+ Impact Fees	3,000,000
+ Misc. Revenue	600,000
= Total Revenue	$ 225,000,000
= **Anticipated Available Funds**	**$ 233,000,000**

4. Table 5 shows project expenditures over a multi-year schedule and when new revenues are needed.

Chapters 9-10 & Tables 6 - 7

1. These chapters and tables use our current assessed valuation, debt capacity and current debt to establish whether we have capacity for future bond issues.

2. The 2022 valuation increased by 17% from $6.395 to $7.479 billion.

3. Current bond debt is decreasing as all the bonds authorized by voters in 2014 have been issued and are being paid down. All current bonds will be paid off in 2033.

4. Debt capacity is calculated by using 5% of assessed valuation minus the bond debt. Capacity in 2022 is almost $290 million.

### Chapter 11 & Table 8, & Appendix B

1. These are the calculations for proposed TSD school impact fees this year.

2. The Student Generation Rate is used determine what the appropriate share of a new school is for each new housing unit. This is split between permanent (new school) and temporary (portables) facilities at 94.5% and 5.5% respectively. For this year each new single-family house is expected add 0.301 students and its share of the $61 million cost of a new school is $28,850 and $192 of a portable.

3. Credits for state funding and the present value of future property taxes are deducted.

4. Districts may discount the fees to account for averages used in the formula and make sure one size fits all.

Fee Summary:		Single Family		Multi-Family
Site Acquisition Costs		$0		$0
Permanent Facility Cost		$28,850		$4,792
Temporary Facility Cost		$192		$32
State Match Credit		($4,128)		($686)
Tax Payment Credit		($7,773)		($3,147)
FEE (AS CALCULATED)		$17,142		$992
	Discount		Discount	
Fee with discount applied	69%	$5,314	5%	$942

5. Impact fees are collected by the City and County on behalf of the District through an inter-local agreement on new single-family and multi-family building permits.

6. The proposed Impact Fees for 2022 are shown below:

Impact Fees:	2019 Fee	2020 Fee	2021 Fee	2022 proposed Fee
Single-Family	$4,825	$4,996	$5,006	**$5,314**
Multi-Family	$1,178	$1,181	$1,029	**$ 942**

7. Impact fees are deposited in a restricted fund as part of the overall capital fund and can only be used for capacity-adding capital projects. TSD has used the fees for land purchases, portables, the Tumwater Learning Center and the 8th-grade building additions at both middle schools.

8. Impact fee reductions or waivers can be granted for low-income housing, such as Habitat for Humanity, on a case-by-case basis.
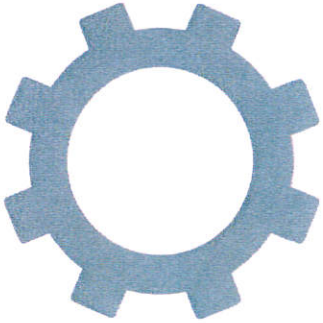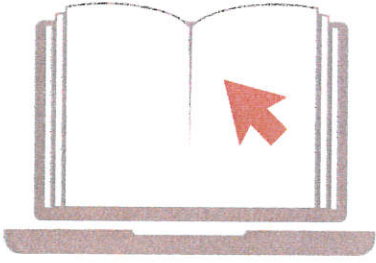
Washington Standards-Based Superintendent Evaluation

Washington Superintendent Evaluation Process

Executive Summary

As part of the ongoing and urgent efforts to improve education for all students, policymakers have recognized the need for a more thoughtful, systematic, and rigorous means of evaluating teachers and administrators. Currently, Washington schools are implementing such a process for teachers and principals at the direction of the legislature. While the legislature has not mandated similar requirements for superintendents, a number of superintendents and school boards have recognized the need for such a process. The Washington Standards-Based Superintendent Evaluation (WSBSE) is the result of their collaborative efforts.

WSBSE is an evidence-based evaluation in which school boards review the superintendent's performance using a standard rubric keyed to specific predefined standards. The goal is to provide boards and superintendents with a reliable, transparent, and research-based process that focuses on the most important elements of district leadership.

WSBSE differs from many traditional superintendent evaluations by using a rubric with language describing performance at four levels: unsatisfactory, basic, proficient, and distinguished. The board reaches judgments on the superintendent's performance by reviewing specific evidence agreed upon in advance. Finally, the process is set up as a continuous cycle, requiring communication between board and superintendent at the beginning, middle, and end of the evaluation.

WSBSE requires a strong commitment from both board and superintendent—the board must be willing to take the time to learn and implement a new review process and the superintendent must be willing to collect and prepare the evidence used in the evaluation.

This packet includes all materials needed for implementation of the evaluation process:

- Rationale for WSBSE
- Description of the process
- The evaluation rubric
- List of possible evidence to be reviewed
- Reflective questions to guide board discussion
- Glossary
- Other support materials

Washington Standards-Based Superintendent Evaluation: The Rationale

Background

As part of the urgent ongoing efforts to improve education for all students, policymakers have recognized the need for a more thoughtful, systematic, and rigorous means of evaluating teachers and administrators. Currently, Washington schools, at the direction of the legislature, are implementing such a process for teachers and principals. While the legislature has not mandated similar requirements for superintendents, a number of school boards and superintendents have recognized the need for such a process.

The Washington Standards-Based Superintendent Evaluation was developed in collaboration with a number of northwestern Washington superintendents and school boards in 2012-13, and will be piloted during the 2013-14 school year.

Guiding Principles

In developing the process, the group believed it was important to adhere to a number of basic principles:

Superintendent evaluation should be based on research-based standards of practice that promote student learning. The criteria in this rubric are adapted from the standards developed by the Washington Professional Educator Standards Board (PESB) to guide the preparation of school superintendents, which in turn are based on standards developed by the Inter-State Leadership Licensure Consortium (ISLLC). The ISLLC standards were developed in 1997 by a national group of knowledgeable K-12 practitioners, university professors, and state officials. They are widely recognized and respected, and have been adopted or adapted by over 40 states. The most recent revision in 2008 identified a substantial body of research that supports the validity of the standards.

Superintendent evaluation should serve the needs of school boards for a system of accountability *and* the needs of superintendents for thoughtful feedback that promotes professional growth. Without question, superintendent evaluation is a critical component of a school board's work. According to a white paper from the Washington State School Directors' Association, "An accurate, fair and substantive evaluation of a school district superintendent may be one of the most significant levers a school board has to drive district improvement." (See Appendix A for the complete white paper.) By basing its evaluation criteria on nationally recognized leadership standards, WSBSE assures that the focus will be on leadership behaviors that are most closely linked to school improvement and student achievement. The involvement of

practitioners in the development process also means that the specific criteria in WSBSE reflect the actual work of superintendents.

WSBSE also meets the needs of superintendents by using a design that requires objective, specific, and candid feedback by board members on a continuing basis. The evaluation and the associated conversation will learn more than whether their boards are satisfied or dissatisfied—in addition, the process will give them the specific information they need to take concrete steps to improve their practice.

The evaluative process should incorporate a consistent set of procedures while respecting contextual differences among school districts. The WSSDA white paper notes that current superintendent evaluation practice "typically lacks a clear process with objective measures...Although performance evaluation is common practice, its consistency, relevance, and effectiveness is frequently questioned." For that reason, the rubric for WSBSE has been designed to assure that the criteria for the evaluation are clear, consistent, and thoughtful. At the same time, each district has a unique set of needs, goals, and community characteristics, and a one-size-fits-all approach is inappropriate. Accordingly, WSBSE has been designed to allow some flexibility in how it can be used by districts.

The process should be feasible—achievable without excessive demands on participants' time or resources. Both superintendents and board members have multiple responsibilities and demanding schedules, and time is always at a premium. WSBSE developers have been conscious of this issue throughout the developmental process, and have made consistent efforts to pare down the rubric to the essential elements. While WSBSE definitely requires a significant investment of time, especially the first time it is used, the payoff will be a much improved evaluation process.

The evaluative process should be legally, ethically, and professionally defensible. For both boards and superintendents, the evaluation is high-stakes, and the outcome may have a significant impact on the district. For that reason, it's essential that the process satisfies the criteria for accuracy, fairness, and good practice.

1. *Legal requirements.* An analysis commissioned by the Washington Association of School Administrators (see Appendix B) notes that state law requires school boards to establish evaluative criteria and procedures, and to include the following eight categories in the evaluation:

   - knowledge of, experience in, and training in recognizing good professional performance, capabilities and development
   - school administration and management
   - school finance
   - professional preparation and scholarship

- effort toward improvement when needed
- interest in pupils, employees, patrons and subjects taught in school
- leadership
- ability and performance of evaluation of school personnel

WSBSE clearly fulfills the requirement that boards establish evaluative criteria and procedures. The standards assessed by the rubric use somewhat different language than the eight categories identified in the law, but address the same underlying concepts (see Appendix C for a comparison).

2. *Ethical requirements.* The mostly widely recognized ethical guidelines for employee evaluation are the Personnel Evaluation Standards developed by the Joint Committee on Standards for Educational Evaluation. Appendix D shows how WSBSE meets these standards.

3. *Professional requirements.* The purpose of any superintendent evaluation is to assess and improve school district leadership in the interests of advancing student learning. For that reason, it must reflect the real-world demands and conditions of the superintendent's job and must assess the essential skills needed by superintendents. WSBSE satisfies this requirement, since it is based on research-based and widely accepted national leadership standards, and has also been developed with the advice of Washington superintendents and school boards.

The development and implementation of the process should be informed by the insights and experiences of both superintendents and board members. WSBSE originated in the desire of a group of Washington superintendents to develop an evaluation process that reflected the needs of today's school districts, and has been shaped by the feedback of both superintendents and school board members.

The Evaluation Cycle

The WSBSE operates as a continuous cycle, not as a single end-of-year event. Conducted this way, the process promotes clear communication, formative feedback, and thoughtful evaluation by both the board and the superintendent.

This section of the handbook describes the key components of the cycle. While these elements must be present to assure an effective evaluation, the model has considerable flexibility in how the process is implemented. Thus, this section also identifies a number of "decision points" where the board has options in conducting the evaluation.

The basic process can be visualized this way:
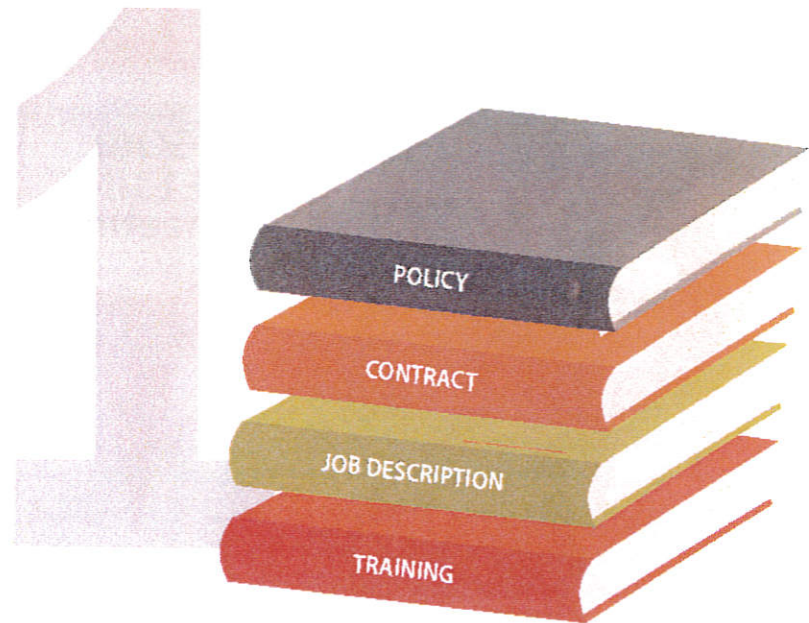
I. Preparation

Before the board can properly conduct the evaluation, several elements must be in place:

Policy. The board should have a written policy that spells out the nature of the evaluation and the mutual responsibilities of board and superintendent.

Contract. The board's contract with the superintendent should establish the nature of the evaluation.

Job description. The board should have a written job description for the superintendent that is consistent with the expectations in the evaluation rubric.

Training. The board and superintendent should have training in the use of the rubric.

II. Goal Setting
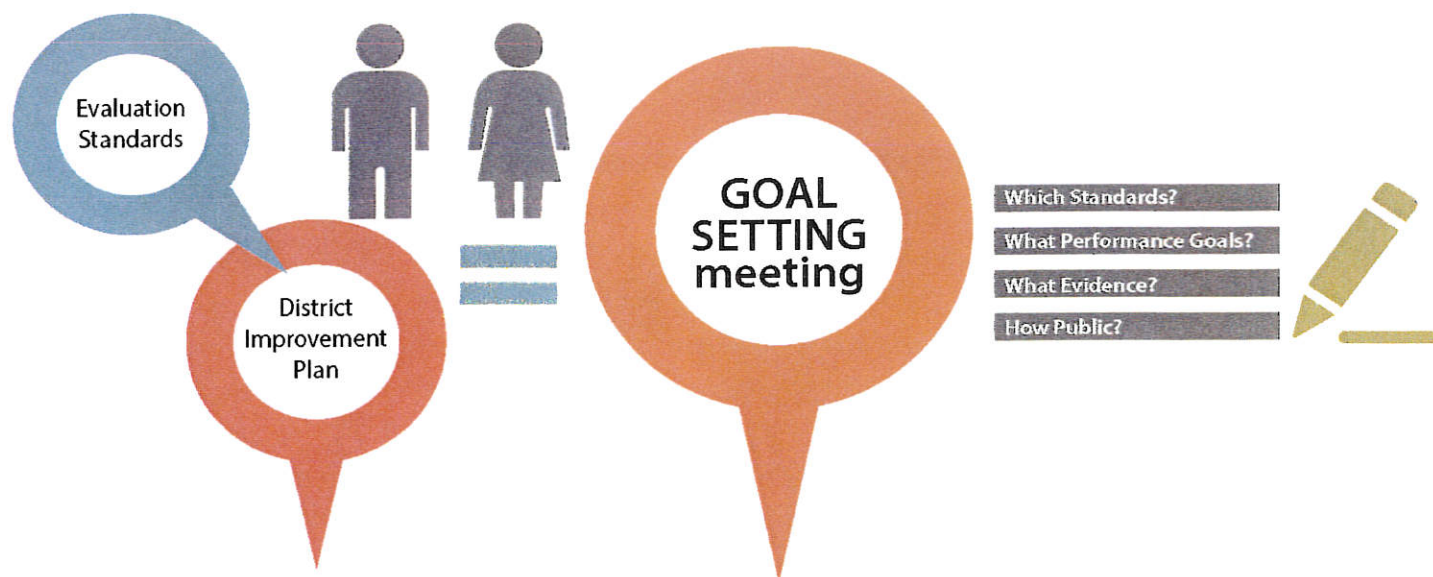
The process begins with goal-setting, which is where some of the most important discussions and decisions occur.

A. *Preparation.*

As an initial step, both the board and superintendent reflect on the evaluation standards and possible performance goals. The superintendent reviews the rubric, the district improvement plan, and his or her personal Professional Growth Plan to identify target areas for personal growth and district improvement and to draft several measurable goals for the coming year. Board members individually review the evaluation standards and district improvement plan to identify possible target areas and possible goals for coming year.

B. *Board-superintendent meeting.*

After reviewing the nature and steps in the evaluation process, the board and superintendent discuss the process for the coming year. This discussion involves a number of decision points:

Decision point 1: Which of the six standards will be evaluated? While it is possible to evaluate superintendents on all six standards, boards may wish to focus on just two or three in a particular year in order to approach certain issues in greater depth. However, all six standards should be evaluated t least once within a three-year period.

Decision point 2: What performance goals will be set? The six standards and rubric are designed to evaluate the superintendent's *practice* (how he or she exercises leadership). However, some boards may also wish to establish certain *outcome* goals that will be a part of the superintendent's evaluation. The nature of these goals will depend on local needs and priorities. (For additional guidance, see Appendix E.)

Decision point 3: What evidence will be reviewed for the evaluation? The WSBSE asks board members to base their judgments on various kinds of evidence related to the standards. Appendix F contains list of possible kinds of evidence that might be included, but these are only examples. During the goal-setting meeting, board members or the superintendent may be able to identify additional possibilities. Whatever choices are made, it's important that both the board and the superintendent have a clear, common understanding of what evidence will be considered.

Decision point 4: Which parts of the evaluation process will be public? Historically, employee evaluations have been treated with a high degree of confidentiality, but these days the public often demands greater transparency and accountability. The state has established minimal requirements for openness (see Appendix B), but boards may choose to go beyond that. The goal-setting meeting should include discussion of which parts of the evaluation process will be open to the public, as well as how results will be communicated to the public.

III. Gathering Evidence

During this phase, the superintendent begins gathering evidence that will support his or her evaluation on whichever standards are being evaluated. From time to time, the superintendent may wish to informally check in with board members on progress, but no formal meeting is scheduled until the mid-cycle review.

IV. Mid-cycle Review

At some predetermined point during the year, the superintendent and board should meet formally to discuss progress to date and resolve any questions or issues that may have arisen. The superintendent can share samples of the evidence being collected and board members have an opportunity to raise questions and provide feedback.

V. Gathering Evidence

During this phase, the superintendent continues gathering evidence and begins to prepare for the end-of-cycle review.

VI. End-of-cycle Review

The final evaluation is conducted in a 2-3 hour meeting. Two steps occur before the actual meeting:

A. The superintendent provides board members with a summary of outcomes of the performance goals as well as evidence pertaining to the selected standards.

B. Board members individually make preliminary ratings for the standards being evaluated, based on the evidence provided.

The meeting is conducted in three parts:

A. The board and superintendent discuss the evidence and outcomes of performance goals, allowing the board an opportunity to clarify any issues. (Appendix G provides some examples of questions the board may want to ask during this session.)

B. The board collectively arrives at final ratings for the selected standards and judges the degree to which the performance goals have been achieved. (i.e., by the end of the discussion there is a single rating for each standard being reviewed.)

C. The board shares the ratings with the superintendent, allowing the superintendent an opportunity to clarify any issues.

A written summary of the board's evaluation shall be provided to the superintendent.

VII. Move to Next Cycle

The results of the evaluation will influence the following year's evaluation process. Based on the current-year experiences, the superintendent may wish to add or remove some goals from his or her Professional Growth Plan or propose new performance goals. Similarly, the board may wish to propose new goals or turn its attention to different standards—or may decide to concentrate on issues identified during the evaluation.

All Appendices (A – H) are available at:

www.wssda.org/Resources/WASuperintendentEvaluationInitiative

www.wasa.org
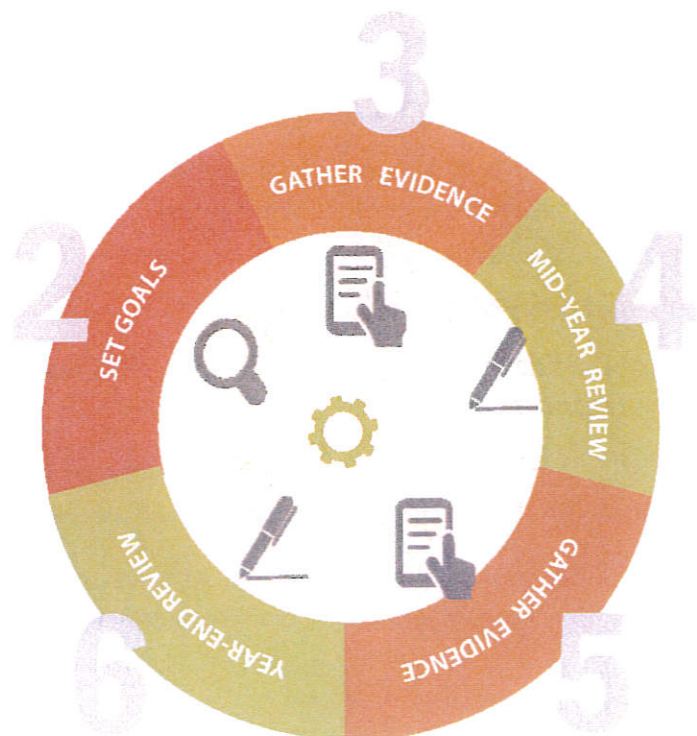
Washington Superintendent Evaluation Process

Introduction to the Rubric

Rubric structure. The rubric is built around six broad *standards*, each of which has one or two *strands*. Each strand, in turn, is made up of three to six *themes*:

Standard

Strand

Themes

Standard 1 —Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1 —Advancing a district-wide shared vision for learning. *The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
Builds commitment to the vision and mission	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value and appropriateness of the vision, and leads efforts to resolve conflicts that may arise
Develops strategies to implement the vision.	lacks a strategy for achieving the vision	articulates a strategy for achieving the vision	implements the vision as a key component of the district improvement plan, assuring that it is addressed, supported, and monitored	reviews and modifies the district improvement plan to ensure consistency with and progress toward the vision

Process. For each theme, there are descriptions of superintendent performance ranging from "unsatisfactory" to "distinguished." After reviewing the evidence presented by the superintendent, evaluators should determine which description best matches the evidence. Note: In order to be as clear as possible, the rubric provides descriptions at the four levels for each *theme*. While evaluators should discuss each of the themes, they should seek to determine the appropriate rating for the *strand* as a whole. Thus, a complete evaluation will result in ten formal ratings, one for each strand.

What the ratings mean. Ratings should be made by choosing the description that best matches the available evidence. However, the following brief generalizations may be helpful:

Unsatisfactory: At the unsatisfactory level, the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to the expectations or may simply fail to show positive behaviors desired. The unsatisfactory level is included because it represents one pole of possible performance, but in practice this rating is relatively rare.

Basic: At the basic level, the superintendent's performance demonstrates many of the characteristics associated with effective performance, although there may be a few exceptions or inconsistencies.

Proficient: At the proficient level, the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only carries out plans effectively but shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks, and can articulate the progress to date and future directions.

Distinguished: At the distinguished level, the superintendent goes above and beyond proficiency to achieve an exceptionally high level of performance. Distinguished performance, by definition, is rare—it would be unusual to find a superintendent who was judged distinguished on more than a few strands. *Note: In order to be judged distinguished, a superintendent should meet the expectations for proficient as well as distinguished.*

Summary scores: The value of the rubric is in the feedback it provides on specific leadership behaviors; knowledge of the results will be most productive when those behaviors are the focus of discussion. The rubric does not assign specific point values or provide a summary score equivalent to "A," "B," etc.

Washington Superintendent Evaluation Process

Standard 1 — Visionary Leadership: The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders.

Strand 1 — Advancing a district-wide shared vision for learning. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Builds commitment to the vision and mission.	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value and appropriateness of the vision, and leads efforts to resolve conflicts that may arise
B. Develops strategies to implement the vision.	does not have a strategy for achieving the vision	articulates a strategy for achieving the vision	implements the vision as a key component of the district improvement plan, assuring that it is addressed, supported, and monitored	reviews and modifies the district improvement plan to ensure consistency with and progress toward the vision
C. Holds board and staff mutually accountable for striving toward the vision.	does not hold staff and board accountable for honoring the vision	reminds staff and board periodically of the need to make decisions consistent with the vision	evaluates district procedures and practices systematically to assure their consistency with the vision and expects principals and other administrators to do the same at the building level	creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision and hold each other mutually accountable for it
D. Aligns district procedures and practices with the vision.	does not develop procedures and practices to align curriculum, budgeting, staffing, and planning with the vision	develops procedures and practices to align some decisions on curriculum, budgeting, staffing, and planning with the vision	develops procedures and practices to assure that major decisions on curriculum, budgeting, staffing, and planning are aligned with the vision	develops procedures and practices to assure that the vision is systematically and routinely used to guide decisions on curriculum, budgeting, staffing, and planning
E. Uses the vision as an indicator of progress.	does not use the vision as an indicator of progress	assesses progress toward the vision and uses it as an informal indicator of success	uses data to assess progress toward the vision and communicates results to the board, staff, and community	assures that data is available and systematically used to assess progress toward the vision and communicate results to the board, staff, and community and formulates plans to bring about necessary changes

Standard 2— Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 1—Putting student learning at the center. *The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Advocates for student learning as the district's highest priority.	does not communicate that student learning is central to the district's mission	communicates to all stakeholders that student learning is central to the district's mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to improve learning	motivates stakeholders to seek continuous improvement and innovation in student learning to achieve the district's mission
B. Promotes the systematic improvement of curriculum, instruction, and assessment.	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	assures that decisions on curriculum, instruction, and assessment are guided by regular analysis based on objective data	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
C. Assures that district policies, practices, and resources support student learning.	does not align district policies, practices, and resources to support student learning	assures that existing district policies, practices, and resources are aligned to support student learning	uses data to seek improvements in district policies, practices, and resources to better support student learning	motivates principals and other administrators, teachers, and other members of the school community to seek improvement in district policies, practices, and resources to support student learning
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve student learning	creates or sustains a culture that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a sense of collective mission and efficacy in the improvement of student learning
E. Gives a high priority to reducing achievement gaps.	disregards or downplays the significance of achievement gaps	focuses attention on the need to maintain high expectations for each student and close achievement gaps	assures that improvement efforts include data-based strategies to analyze and address barriers to student learning and setting specific targets for closing achievement gaps	creates district-wide commitment to understanding and addressing achievement gaps, and demonstrates sustained progress in improving learning

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Standard 2— Instructional Leadership: The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.

Strand 2—Evaluation and professional development. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Focuses evaluation and professional development on the improvement of student learning.	pays little attention to staff evaluation and professional development to improve student learning	assures that the district has clear strategies for evaluation and professional development to improve student learning	uses evaluation and professional development strategically to promote candid and collaborative self-assessment of effectiveness	uses evaluation and professional development as a tool for challenging existing practices and improving student learning
B. Implements effective procedures for staff evaluation.	makes little effort to assure that teacher and principal evaluations are fair, meaningful, and consistent with state expectations	assures that teacher and principal evaluations are fair, meaningful, and consistent with state expectations	develops and supports processes for effective individual improvement efforts resulting from teacher and principal evaluations	evaluates teacher and principal evaluation processes systematically and collaboratively to assure effectiveness
C. Develops systematic strategies for using professional development to improve student learning.	does not design coherent professional development strategies linked to the district improvement plan	establishes strategies for aligning district professional development efforts with the district improvement plan	assures that district professional development activities are extensive, accessible, and focused on continuous improvement of teaching and student learning	evaluates professional development activities systematically and collaboratively to assure effectiveness in improving student learning
D. Personally models effective professional development.	does not have a written professional growth plan	models professional development by creating and implementing a written professional growth plan	engages in candid self-assessment of personal assumptions, values, beliefs, and practices that guide improvement of student learning	models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve student learning
E. Builds leadership capacity to improve student learning.	does not attempt to stimulate, mentor, or coach the professional development of principals and other administrators or other instructional leaders	takes steps to stimulate, mentor, or coach the professional development of principals and other administrators or other instructional leaders	guides principals and other administrators or other instructional leaders to assist the professional development of teachers	creates a district-wide culture that leads all staff to engage in continuous collaborative professional development focused on student learning

Standard 3— Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 1—Effectively and efficiently manages district operations. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	does not systematically plan, implement, and monitor district operations	assures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	assures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	analyzes and modifies the long-term plan to assure that results support district priorities
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals	strengthens the district's fiscal health by continually seeking efficiencies and identifying new sources of funding such as grants and other external resources
C. Strategically manages human resources to support instructional improvement and other district goals.	does not efficiently or strategically manage human resources	assures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	uses a continuous improvement process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and makes changes as needed
D. Effectively manages key elements of district operations.	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	assures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	uses a continuous improvement process to review effectiveness of district operations and makes changes as needed
E. Develops system for assuring that employee performance meets district expectations	does not assure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	assures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	assures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	reviews data on employee performance to make necessary changes in existing procedures or to determine implications for district hiring practices

Standard 3— Effective Management: The superintendent is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.

Strand 2—Creates a safe and humane organizational environment.

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops and implements procedures and practices that ensure the safety and well-being of students.	does not develop and implement procedures and practices that ensure the safety and well-being of students	develops and implements procedures and practices that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)	involves parents, teachers, and students in developing procedures and practices that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student safety and well-being (e.g., bullying, accessibility, emergencies)
B. Develops and implements procedures and practices that ensure the safety and well-being of employees.	does not develop and implement procedures and practices that ensure the safety and well-being of employees	develops and implements procedures and practices that address threats to employee safety and well-being (e.g., physical plant safety)	involves employees in developing procedures and practices that address threats to their safety and well-being	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to employee safety and well-being
C. Develops and implements procedures and practices that ensure an orderly learning environment.	does not develop and implement procedures and practices that ensure an orderly learning environment	develops, communicates, and implements procedures and practices that govern student behavioral expectations and disciplinary actions	involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of procedures and practices that govern student behavioral expectations and disciplinary actions
D. Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.	does not assure that district procedures and practices result in a climate that is positive, friendly, and responsive to the needs of individuals	develops and implements procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals	involves parents, teachers, and students in developing procedures and practices that promote a climate that is positive, friendly, and responsive to the needs of individuals	includes measures of student and employee well-being and community satisfaction in the district's data system and systematically reviews outcomes to make necessary changes

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Standard 4— Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members; responding to diverse community interests and needs, and mobilizing community resources.

Strand 1— Collaborating with families and community members. *The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	does not have communication strategies to inform families and community about district needs, goals and activities	develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities	develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community about the district's schools	empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities
B. Develops strategies to involve families and community members in the educational process.	does not involve families and diverse community members in the educational process	assures district implementation of strategies to involve families and diverse community members through conferences, meetings, and volunteer activities	assures district implementation of multiple strategies for involving families in decision making about their children's education	develops a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
C. Develops strategies for constructive resolution of conflicts with families and community members.	does not develop or implement strategies for constructively resolving conflicts with families and community members	assures that the district has defined procedures allowing families and community members to express concerns and disagreements	develops the capacity of principals and other administrators, teachers, and board members to constructively resolve conflicts and build consensus	creates a culture in which conflicts are regularly addressed and are viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution
D. Mobilizes community resources to support district goals.	makes minimal efforts to mobilize potential community resources to support district goals	builds relationships with community members and groups that lead to improved resources to support district goals	collaborates with community agencies to create cohesive networks of services to support district goals	inspires a widespread belief that achievement of district goals for the learning and well-being of children is a community-wide responsibility
E. Assists board in planning, conducting, and building support for levy and bond campaigns.	does not provide board with timely and helpful guidance on conducting levy and bond campaigns	helps board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner	helps board develop community engagement strategies that build support for levies and bonds	helps board assure that levy and bond campaigns not only meet immediate fiscal needs but advance long-term district goals

Standard 4— Inclusive Practice: The superintendent is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Strand 2—Collaborating with and responding to diverse communities. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Recognizes and responds to the diversity within the district.	does not recognize or respond to the existence of diverse groups in the community	becomes familiar with views and characteristics of diverse groups in the community	develops strategies to help staff and board become familiar with views and characteristics of diverse groups in the community	fosters formal and informal partnerships with diverse groups to support mutual goals
B. Capitalizes on the diversity of students and community to improve learning.	does not use strategies that recognize and capitalize on the diversity within the district.	assures that principals and other administrators and teachers have the necessary cultural competence to respond to the needs of all students	develops strategies to help staff capitalize on the assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom	engages stakeholders to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrate diverse representation into school and district decision-making processes
C. Increases district capacity to positively address cultural tensions or conflicts.	disregards cultural tensions or conflicts that negatively impact students	assures that cultural tensions or conflicts are addressed in positive ways	assures that principals and other administrators and teachers have the necessary skills to help students address cultural tensions or conflicts	creates a climate in which members of the school community can constructively discuss and examine their own views on diversity
D. Works to reduce achievement gaps.	disregards or minimizes the existence of achievement gaps among diverse groups	keeps staff attention focused on achievement gaps and possible school-based solutions	systematically uses data to identify instructional approaches and school and district practices that reduce achievement gaps	establishes partnerships with families and community groups to leverage instructional strategies to eliminate achievement gaps
E. Identifies and eliminates district policies and practices that have discriminatory effects.	does not examine district policies and practices that have discriminatory effects on students	reviews district policies and practices for discriminatory effects	works proactively with board to ensure that proposed policies and practices are reviewed for possible discriminatory effects and revised as needed	collaborates with members of diverse groups to identify and eliminate district policies and practices that have discriminatory effects

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Standard 5 — Ethical Leadership: The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

Strand 1 — Acting with integrity, fairness, and courage in upholding high ethical standards. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Models high standards of professional and ethical behavior as set out in the Washington Administrative Code, AASA Code of Ethics, and board policy on ethics.	does not comply with standards of ethical and professional behavior	follows acceptable standards of ethical and professional behavior	models with consistency the highest standards of ethical and professional behavior, including courage and integrity	demonstrates in words and action pervasive commitment to the highest standards of ethical and professional behavior, including courage and integrity
B. Interacts respectfully with others.	does not interact with others in a professional, respectful and trustworthy manner	interacts with colleagues and other stakeholders in a professional, respectful and trustworthy manner	solicits, engages and interacts with colleagues and stakeholders in a professional, respectful and trustworthy manner	provides an exemplary model that influences employees, board, and other stakeholders to act with a high degree of professionalism, respect, and trustworthiness
C. Articulates high expectations for ethical and professional behavior of district employees.	does not articulate expectations or monitor compliance for ethical and professional behavior in the district	articulates expectations for ethical and professional behavior by teachers, principals and other administrators, and other employees	guides principals and other administrators to articulate and reinforce high ethical and professional expectations for district employees	creates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable
D. Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.	does not examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity	frequently examines district procedures and practices for adherence to principles of fairness, social justice, and human dignity	guides principals and other administrators to examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity	assures that district procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity for each member of the school community

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Standard 6— Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 1– Understanding and influencing the district's environment. *The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Gains understanding of the community by interacting with local community members and engaging in community activities.	makes little effort to know the community or its citizens	regularly interacts with community members and participates in community activities	takes an active and visible leadership role in the community	develops strategies that result in principals and other administrators and teachers engaging in community activities in order to anticipate and respond to community needs
B. Engages with local, state and federal officials in order to protect and promote the interests of children in the district.	does not engage with local, state, and federal officials to protect the interests of children in the district	engages with local, state, and federal officials to protect the interests of children in the district.	assumes a leadership role through numerous contacts with government officials to protect and promote the interests of children in the district.	works with board and staff to protect and promote the interests of children in the district by developing appropriate responses to government actions
C. Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.	does not engage with professional associations, business organizations, and other external groups	engages with professional associations, business organizations, and other external groups	communicates to board and staff knowledge of emerging issues that affect the district	works with board and staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision

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Standard 6— Socio-Political Context: The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Strand 2—Works effectively with the school district's Board of Directors. *The superintendent…*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	does not articulate or adhere to the the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
B. Honors board policy.	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
C. Provides the board with timely information.	does not provide the board with timely information needed for effective board decision-making	assures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
D. Treats all board members fairly, respectfully, and responsibly.	favors certain board members or is unresponsive to board members' perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
E. Provides necessary support for effective board decision-making.	does not establish and implement effective procedures for board meetings	assures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to assure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
F. Builds strong team relationships with the board	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change

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Appendix A

Background on Superintendent Evaluation

Prepared by Phil Gore

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Washington State School Directors' Association

The need for improving superintendent evaluation

Introduction

A 2002 NSBA report describes the most significant role of a school board as "selecting and overseeing the district superintendent." The report identifies superintendent evaluation as the most important factor in the board/superintendent relationship. Research on superintendent evaluation suggests that current practice typically lacks a clear process with objective measures. An accurate, fair and substantive evaluation of a school district superintendent may be one of the most significant levers a school board has to drive district improvement.

The Washington School Board Standards emphasize the importance of the board/superintendent relationship and effective, fair performance evaluation. Standard One, *Effective Governance*, identifies the need to work toward mutual trust and commitment through teamwork and clear communication. This includes honoring the roles and responsibilities of the superintendent. The standards underscore that effective school boards delegate authority through written policy and provide clear expectations for the superintendent's performance and evaluation.

Recent Washington legislation highlights the public interest for improving the evaluation process of teachers and principals. Substitute Senate Bill 5895, requires school boards to establish evaluative criteria and procedures for certificated classroom teachers and certificated support personnel. Discussion of superintendent evaluation was not part of deliberations for this legislation.

Performance evaluation of a district superintendent poses unique and additional challenges for effectiveness, fairness and reliability. Addressing these challenges may be essential for evaluations to provide an accurate measure of performance. Just as with teacher and principal evaluation, improving this work needs to be supported through research-based, defensible frameworks.

Legal basis for evaluation

School boards' authority comes from state law, and the state legislature which assigns their duties. Washington law requires that school boards evaluate their superintendents. The evaluation of a school district superintendent is mentioned in RCW 28A.405.100.

This has three requirements: (a) that the school board establishes evaluative criteria; (b) that the board establishes evaluative procedures; and (c) that the criteria include eight specified categories." These eight categories are:

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; and
8. Ability and performance of evaluation of school personnel.

Typically, board policy and superintendent contracts describe when and how evaluation is to take place. There is no legal requirement for objectivity, quality or validity of superintendent evaluation. There is no standard of practice or quality in superintendent evaluation. Illinois Superintendent Larry Weber portrayed these concerns in his 2007 article, *Evaluate me on measures, not tales.*

Current status of evaluation

Although performance evaluation is common practice, its consistency, relevance, and effectiveness is frequently questioned. Carl Candoli and others wrote, "There is widespread dissatisfaction, especially on the part of the public but among school professionals as well, concerning evaluations of school professionals, schools, and programs."

Superintendent evaluation poses specific and well-noted challenges that affect the capacity for effective, fair, and reliable outcomes. These issues relate to a common complaint that school boards often have difficulty working together and with their superintendent. This makes it impossible for them to be an effective governance team.

As Linda Dawson (October, 2010) lamented in an article for *The American Association of School Administrators*, "Most superintendent evaluation "processes" (we use the term loosely) have little or nothing to do with job performance, and usually all to do with whether board members like the superintendent's style, appearance, or other subjective criteria. Most of the time, the evaluation is based on a checklist or values that were never discussed with the superintendent in advance. Result? The superintendent has little more than a vague notion about what was expected during the period being evaluated, and certainly no idea how to predict the result of the process."

Despite the difficulties, researchers often conclude that an honest and fair superintendent evaluation is critical for improving performance. We need to move away from subjective and vague evaluations. Superintendent evaluation needs to be about job performance and based on meaningful criteria. These criteria need to be clearly understood by all parties. The evaluation process must also be meaningful, valid, and agreed to by all parties in advance.

Superintendents' perspectives

Superintendents cite a general lack of objective, clear and consistent performance evaluation by school boards. That belief, however, may not affect their opinion on the fairness of their own evaluations. Michael DiPaola, Chancellor Professor in the School of Education at the College of William & Mary and a former superintendent noted that a 2007survey of 100 superintendents in three states revealed that more than three quarters said they were treated fairly in their most recent evaluation.

As a superintendent, DiPaola recalls, "I often would ask: 'What does this rating mean?' and 'What data were used to arrive at this rating?' Absent specific responses to these questions, it was impossible to plan for growth and improvement."

One difficulty, DiPaola said, is that lay elected school board members typically lack the experience and expertise to consistently evaluate a superintendent's performance based on previously agreed upon evidence and outcomes. He cites research showing that a superintendent could be highly rated on evaluation criteria and then not be renewed due to politics or personality conflicts outside his or her control.

Superintendent tenure

The evaluation process can enhance collaboration that improve district performance and accomplishes a long term vision. Nevertheless, it is rare to find board members or superintendents that are comfortable with the clarity of expectations, rigor in the process, and outcomes of evaluation. Inadequate and unfair evaluations can lead to unnecessary turnover among superintendents. If boards increase their capacity to conduct superintendent evaluation, superintendents may be able to have greater longevity.

Research suggests that longevity can enhance system performance and student achievement. Tim Waters and Robert Marzano concluded in 2006 study that statistically significant effects between superintendent tenure and student achievement begin to occur in as early as two years.

The potential for superintendent evaluation

Larry Lashway, a former Wisconsin school board member and researcher for the Washington Professional Educators Standards Board (PESB) suggested that boards should work closely with superintendents to clarify their expectations for performance and evaluation. "Without strong and highly visible board support," he said, "district administrators will be preoccupied with shoring up their political base and thus unlikely to take the bold steps needed for transforming schools."

Daniel Stufflebeam and many others have argued that systematic, careful evaluation is vital for an effective school system. The performance of the superintendent and the alignment between what he or she and the board are working towards is critical. The evaluation process provides an opportunity for better communication and clearer roles. In turn, this makes it easier to identify expectations and priorities for the district.

An initial framework

In 2008, PESB convened a task force to adapt the Interstate School Leaders Licensure Consortium's (ISLLC) nationally recognized administrator standards for use in superintendent preparation programs. Representatives from higher education, the Association of Washington School Principals (AWSP), the Washington Association of School Administrators (WASA) and WSSDA developed a proposed set of standards and a framework for evaluation.

PESB unanimously approved the proposal in July 2009. The framework identifies six broad standards a qualified superintendent is expected to be able to meet, criteria for the standard, along with impact-based indicators and performance-based indicators. As described in the 2008 ISLLC Report, the Washington standards describe, "Observable behaviors and actions required to meet performance standards" (2008, p. 20).

Conclusion

Effective and fair evaluation of the superintendent may be one of the most important ways school boards can lead an aligned and highly effective school system. An effective and fair evaluation can clarify board/superintendent roles and strengthen their relationship. The Washington School Board Standards underscore the significance of this responsibility. State law supports the importance of superintendent evaluation. And, the public deserves appropriate monitoring of the performance of school districts.

Just as with teacher and principal evaluation, a one-size-fits-all approach could be a mistake. Superintendents and boards play a key role in the performance and school systems. State law does not currently dictate research-based frameworks for an evaluation, but that is not a good excuse to ignore the need for them.

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SUPERINTENDENT PERFORMANCE EVALUATIONS UNDER WASHINGTON LAW

NOVEMBER 1, 2011

The Washington Association of School Administrators requested assistance in addressing frequently asked legal questions regarding performance evaluations of school district superintendents. The following guidance provides a general overview in a question and answer format, focusing on school district duties and authority under the Open Public Meetings Act and the Public Records Act. For the purpose of this review, we focused solely on legal issues arising from the evaluation process and documentation, and not specific instances of professional misconduct. As always, we encourage school district directors and administrators to consult with legal counsel on specific questions arising from their unique situations.

1.   **What type of evaluation is required by state law for superintendents?**

RCW 28A.405.100 is the only state statute that mentions the evaluation of school district superintendents. This statute has three broad requirements: (a) that the school board establish evaluative criteria; (b) that the board establish evaluative procedures; and (c) that the criteria include eight specified categories. *Id.* Most often, the board's decision regarding criteria and procedures is documented in a board policy. The board also has the authority to enter into a contract for employment with the superintendent, RCW 28A.400.100 and RCW 28A.405.210, and such contract may contain provisions regarding performance evaluations.

Within and beyond these basic legal requirements, school boards have considerable discretion to determine what procedures will be used to evaluate the superintendent and how the criteria will be defined. Although not required by the evaluation statute, most school boards and superintendents document the evaluation in a written record and implement a process that solicits input, either verbally or in writing, from all board members. Because individual boards have broad discretion to develop evaluative procedures under RCW 28A.405.100, the specific elements of the superintendent evaluation process vary widely from district to district.

The 2010 legislation revising classroom teacher and school principal evaluations did not amend the eight criteria categories and the open-ended requirement to establish procedures for superintendent evaluations discussed above. Thus, there are no legal parameters for the type of ratings used (e.g., a four-level rating system) or for the inclusion or exclusion of student achievement data for superintendent evaluations. School boards have the legal authority to include such ratings and information in their superintendent evaluation processes, but are not required to do so.

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2. May elements of the superintendent evaluation process take place in an executive session?

Yes. Washington's Open Public Meetings Act (OPMA) requires governing bodies to make decisions and conduct their business in open, public meetings, but permits the holding of executive sessions to "review the performance of a public employee." RCW 42.30.110(1)(g). At least some, if not all, pieces of a school board's superintendent evaluation process will fall directly within this exception, and therefore, may take place in executive session.

Which elements of a superintendent evaluation process may be conducted in an executive session depends on how broad the term "review" is interpreted. Under a normal dictionary definition, "review" means to examine, look back on, go over, critically examine, or deliberate. Accordingly, activities that fall within the board's "review" of a superintendent's performance and, thus, may be conducted in an executive session, include examining documents that relate to the superintendent's performance, discussing or deliberating about the superintendent's performance, and sharing individual judgments about the superintendent's job performance with other board members or with the superintendent on a formal or informal basis. Board members also may examine and discuss preliminary or draft performance evaluation summaries in executive session.

3. Must any elements of the superintendent evaluation process take place in an open session?

Possibly yes. Although many elements of a superintendent's evaluation process will fit squarely within the "review" standard discussed above, some related actions must be conducted in an open public meeting. The statute explicitly requires that a decision to renew, extend or terminate a superintendent's contract, change the superintendent's salary, or discipline the superintendent be made in an open session, even if those decisions are tied to the evaluation process. See RCW 42.30.110(1)(g).

We also caution those school boards that use "goal setting" as a preliminary step in the superintendent evaluation process. Goals that are specific to the superintendent's activities and job duties are likely to be found within the "performance review" exception to the OPMA and may be discussed in executive session. "District goals" that are set for the whole organization, however, may fall outside a narrow reading of the phrase "to review the performance of a public employee" and should be discussed and set in an open session.

In addition, a board discussion about the process to be used for the superintendent's evaluation should be conducted in an open session because it is not part of the activity of actually reviewing the superintendent's performance. In some cases, a discussion regarding the evaluation process might fit within one of the other permissible bases for executive sessions, such as a discussion with legal counsel regarding the legal risks of a proposed evaluation process under the OPMA. See RCW 42.30.110(1)(i)

4. May a school board create a final evaluation and present it to the superintendent without formal action in open session?

Yes. RCW 28A.405.100 does not require school boards to take formal action regarding a final evaluation. For example, an evaluation procedure may provide that board members discuss and deliberate regarding the performance of the superintendent in executive session together and then authorize one member to draft and sign the annual performance review for presentation to the superintendent. Under this example, no formal vote is taken.

If a board's evaluation procedure requires a consensus or approval by a majority of members, the authority to develop that approval within an executive session depends on how broadly the word "review" is interpreted. Traditionally, public agencies have read the executive session phrase "review the performance of a public employee" to encompass the entire performance review process, including the development of consensus or approval by a multi-member governing board regarding a performance judgment or evaluation document. Under this widely accepted view, there is no reason to go into an open session to take action on the evaluation itself (although see question three for related actions that must be completed in open session).

It is possible, however, that a court may read the word "review" more narrowly to only encompass an examination or deliberation regarding the superintendent's performance, and not the additional step of approving the final evaluation document. *See, e.g., Miller v. City of Tacoma*, 138 Wn.2d 318, 979 P.2d 429 (1999) (specific actions authorized for executive sessions read narrowly). In such case, approval would need to be made in an open session. Taking formal action in an open session would be consistent with the public disclosure of the final evaluation document discussed in question six below.

5. May a school board review the evaluations of other administrators in executive session?

Yes. RCW 42.30.110(1)(g) clearly allows the board to review the performance evaluations of other administrators in executive session. Because these evaluations are neither written nor approved by the board, the board's action will be limited to consideration, discussion or other activities that fit squarely within the scope of the word "review" under any reasonable definition of that word.

6. Is a written performance evaluation of a superintendent subject to disclosure under the Public Records Act?

Probably yes. Although the evaluations of most public employees are exempt from disclosure, courts will likely hold that the evaluations of the superintendent must be disclosed under the Public Records Act (PRA). To withhold a public employee's records from disclosure, the employer must demonstrate that release of the record would violate the employee's right to privacy. RCW 42.56.230(2), *Spokane Research & Defense Fund v. City of Spokane*, 99 Wn. App. 452, 994 P.2d 267 (2000). An employee's right to privacy is violated only if release of the record is both

highly offensive and of no legitimate interest to the public. *Id.* at 456. Applying this analysis, courts have held that a written performance evaluation of a public employee is exempt from disclosure under the PRA if the evaluation contains no discussion of specific incidents of misconduct. *Dawson v. Daly*, 120 Wn.2d 782, 845 P.2d 995 (1993); *Brown v. Seattle Public Schools*, 71 Wn. App. 613, 860 P.2d 1059 (1993). However, a Washington appellate court has concluded that the written performance evaluations of a city manager were not exempt from disclosure, because the public had a legitimate interest in reviewing the performance of a public employee who is a chief executive officer and public figure, and the evaluation determined whether the city manager's employment continued. *Spokane Research*, 99 Wn. App. at 457. The dissenting judge in that case specifically observed that this same conclusion would apply to school district superintendents. *Id.* at 458.

7.   Are the written evaluations of other administrators subject to disclosure?

Probably not. The rationale of the court in the *Spokane Research* case appears to be limited to the chief executive officer of the public agency, and typically the superintendent is the only school district administrator evaluated directly by elected officials. Therefore, as with other public employees, the written performance evaluations of other school district administrators will be exempt from disclosure under the PRA if the evaluation contains no discussion of specific incidents of misconduct. *Brown*, 71 Wn. App. 613.

8.   Are preliminary work products and draft documents generated in the superintendent evaluation process subject to disclosure under the PRA?

Maybe, depending on the nature of the document and timing of the request. There are two potentially relevant exemptions for such documents under the PRA: the deliberative process exemption and the employee privacy exemption. Prior to finalization of the evaluation, the draft narratives from individual board members, suggested ratings from board members, and draft evaluation summaries exchanged between board members all represent the deliberative process of the board, and thus, are exempt from disclosure under the deliberative process exemption of the PRA, RCW 42.56.280. This exemption, however, does not apply to raw factual data upon which a decision is based. *Progressive Animal Welfare Society v. University of Washington (PAWS II)*, 125 Wn.2d 243, 256, 884 P.2d 592 (1994). Once a board finalizes an evaluation based on these documents, the pre-decisional deliberative records cease to be exempt from disclosure under the PRA unless another exemption applies. *Id.* at 257.

After an evaluation is finalized, a school district may withhold a record with preliminary narratives, ratings and drafts if releasing the record in question would violate the superintendent's right to privacy. As discussed in question six above, an employee's right to privacy is violated only if release of the record is both highly offensive and of no legitimate interest to the public. *Spokane Research*, 99 Wn. App. at 456. The state supreme court has already determined that the "disclosure of performance evaluations, which do not discuss specific instances of misconduct, is

presumed to be highly offensive" under the PRA because such records qualify as personal information bearing on the employee's competence. *Dawson*, 120 Wn 2d at 797. This conclusion would likely apply to preliminary work products which bear on the superintendent's competence as well. On the second prong of the privacy exemption test, the drafts and other deliberative process documents do not reflect the final opinion of the board regarding the superintendent's performance, and are not relied upon for determining whether the superintendent's employment should be continued. As such, it is possible that a court will find that the release of *draft* evaluations or other preliminary documents does not serve the same legitimate public interest as the release of *final* evaluations discussed in the *Spokane Research* case above, and thus, these preliminary records would be exempt from disclosure.

9. **What happens if board members cannot agree on the process used to evaluate the superintendent or the content of the superintendent evaluation report?**

The superintendent evaluation statute, RCW 28A.405.100, does not require all board members to participate in a superintendent evaluation, nor does it require all participating members to reach a unanimous decision on the content of an evaluation. A policy may provide that the evaluation consist only of a single opinion developed by a single board member, a committee of board members or all board members together, or a policy may provide that each board member include separate performance judgments and comments. Each school board has the discretion to adopt its own method for handling the opinions of dissenting board members in the board's evaluative procedures. In any disagreement regarding the process or content of an evaluation, a simple majority of board members has the legal authority to act for the board.

10. **Are dissenting members entitled to write their own minority evaluation? If so, is this minority evaluation subject to release under the Public Records Act?**

State law does not require boards to provide dissenting members the opportunity to include their own remarks within the superintendent's evaluation or in another document that accompanies the evaluation. Unless a school board adopts a policy providing for such dissenting opinions, no individual member has authority to include his or her specific comments within the evaluation or in a separate document attached to the evaluation. Nevertheless, if a board member chooses to draft his or her own individual dissenting opinion, nothing would prohibit the member from distributing such record on his or her own. If a board adopts a procedure for dissenting members to add or attach separate opinions, such opinions are subject to disclosure under the PRA in the same manner as the overall evaluation.

11. **If the Board approves a superintendent evaluation at an open public meeting and individual board members express dissenting viewpoints, must dissenting views and member votes be documented in minutes?**

State law requires that school boards record minutes for all regular and special meetings and make such minutes public. RCW 42.32.030. However, state law does not specify the level of

detail that must be included in meeting minutes. Thus, there is no express requirement to include specific viewpoints or comments expressed on a particular motion regarding the superintendent's evaluation or even how each individual member voted on the evaluation. Nonetheless, meeting minutes should document the collective decisions made by the board at its meeting, including, at a minimum, how that decision was made. The approval of a superintendent's performance evaluation may be decided by voice vote or by a roll call vote, at the board's discretion.

12. What if I have more specific questions?

For more information or individualized assistance with legal issues related to superintendent evaluations, please contact your regular school district counsel or any of the Dionne & Rorick attorneys listed below at (206) 622-0203

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Appendix C

Alignment of WSBSE with RCW Requirements

This chart provides examples of how the WSBSE rubric addresses legislative requirements for superintendent evaluation.

RCW requirement	WSBSE rubric
knowledge of, experience in, and training in recognizing good professional performance, capabilities and development	Standard 2, Strand 2: *C. Develops systematic strategies for using professional development to improve student learning.*
school administration and management	Standard 3, Strand 1: *A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.* *D. Effectively manages key elements of district operations.*
school finance	Standard 3, Strand 1: *B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.*
professional preparation and scholarship	Standard 2, Strand 2: *C. Develops systematic strategies for using professional development to improve student learning.*
effort toward improvement when needed	Standard 2, Strand 2: *D. Personally models effective professional development.*
interest in pupils, employees, patrons and subjects taught in school	Standard 3, Strand 2: *A. Develops and implements procedures and practices that ensure the safety and well-being of students.* *B. Develops and implements procedures and practices that ensure the safety and well-being of employees.* Standard 4, Strand 1: *D. Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.* Standard 2, Strand 1: *B. Promotes the systematic improvement of curriculum, instruction, and assessment.*
leadership	Standard 2, Strand 2: *E. Builds leadership capacity to improve student learning.*
ability and performance of evaluation of school personnel	Standard 2, Strand 2: *B. Implements effective procedures for staff evaluation.*

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Appendix D

Defensibility of the Washington Superintendent Evaluation Process

The *Personnel Evaluation Standards* of the Joint Committee on Standards for Educational Evaluation are the most widely accepted guidelines to assure fair and ethical evaluation of employees.

Propriety standards support what is proper, fair, legal, right and just in evaluations.

Utility standards are designed to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

Feasibility standards are intended to increase evaluation effectiveness and efficiency.

Accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

In the chart below, the first column describes the Personnel Evaluation Standards; the second column describes how the Washington School Evaluation Process meets those standards.

Personnel Evaluation Standards	WSBSE
Propriety standards	
P1 Service Orientation Personnel evaluations should promote sound education, fulfillment of institutional missions, and effective performance of job responsibilities, so that the educational needs of students, community, and society are met.	WSBSE is based on national standards that have been designed to develop educational leaders who can improve student learning.
P2 Appropriate Policies and Procedures Guidelines for personnel evaluations should be recorded and provided to the evaluatee in policy statements, negotiated agreements, and/or personnel evaluation manuals, so that evaluations are consistent, equitable, and fair.	WSBSE spells out a clear process that is available in advance to superintendents. The process encourages school boards to adopt the process as public policy.
P3 Access to Evaluation Information Access to evaluation information should be limited the persons with established legitimate permission to review and use the information, so that confidentiality is maintained and privacy protected.	As public agencies, school districts are obligated to publicly share certain elements of superintendent evaluation. The WSBSE process allows confidentiality to the extent of the law.
P4 Interactions with Evaluatees The evaluator should respect human dignity and act in a professional, considerate, and courteous manner, so that the evaluatee's self-esteem, motivation, professional reputations, performance, and attitude toward personnel evaluation are enhanced or, at least, not needlessly damaged.	WSBSE bases evaluation on a mutual discussion between board and superintendent, allowing the superintendent to present evidence and clarify board questions or concerns.

P5 Balanced Evaluation Personnel evaluations should provide information that identifies both strengths and weaknesses, so that strengths can be built upon and weaknesses addressed.	The four-level rubric recognizes performance from "unsatisfactory" through "distinguished," and covers all essential domains of performance.
P6 Conflict of Interest Existing and potential conflicts of interest should be identified and dealt with openly and honestly, so that they do not compromise the evaluation process and results.	School board members are both authorized and required to evaluate superintendents. State law and established policy minimize the chance for legal conflicts of interest.
P7 Legal Viability Personnel evaluations should meet the requirements of all federal, state, and local laws, as well as case law, contracts, collective bargaining agreements, affirmative action policies, and local board policies and regulations or institutional statutes or bylaws, so that evaluators can successfully conduct fair, efficient, and responsible personnel evaluations.	WSBSE meets requirements of Washington law as stated in RCW 28A.400.100.
Utility standards	
U1 Constructive Orientation Personnel evaluations should be constructive, so that they not only help institutions develop human resources but encourage and assist those evaluated to provide excellent services in accordance with the institution's mission statements and goals.	WSBSE embeds evaluation in a context that emphasizes reflective goal-setting and thoughtful deliberation based on school district needs and goals.
U2 Defined Uses Both the users and intended uses of a personnel evaluation should be identified at the beginning of the evaluation so that the evaluation can address appropriate questions and issues.	The WSBSE process clearly identifies the uses and users of the evaluation.
U3 Evaluator Qualifications The evaluation system should be developed, implemented, and managed by persons with the necessary qualifications, skills, training, and authority, so that evaluation reports are properly conducted, respected and used.	The WSBSE process and rubric have been developed with continuous input from superintendents and board members. Additionally, training is provided for the board members who will be conducting the evaluation.
U4 Explicit Criteria Evaluators should identify and justify the criteria used to interpret and judge evaluatee performance, so that the basis for interpretation and judgment provide a clear and defensible rationale for results.	Criteria are based on the standards of the Interstate School Leadership Licensure Consortium (ISLLC), research-based guidelines with national recognition.
U5 Functional Reporting Reports should be clear, timely, accurate, and germane, so that they are of practical value to the evaluatee and other appropriate audiences.	The WSBSE process embeds superintendent evaluation in an annual cycle with goal-setting, formative feedback, and a summative review.
U6 Professional Development Personnel evaluations should inform users and evaluatees of areas in need of professional development, so that all educational personnel can better address the institution's missions and goals, fulfill their roles and responsibilities, and meet the needs of students.	WSBSE provides specific feedback that superintendents can use to improve their performance.

Feasibility standards	
F1 Practical Procedures Personnel evaluation procedures should be practical, so that they produce the needed information in efficient, non-disruptive ways.	WSBSE developers have paid close attention to the practicality of the evaluation under real-world conditions. Ongoing feedback from superintendents and board members has strongly influenced the process.
F2 Political Viability Personnel evaluations should be planned and conducted with the anticipation of questions from evaluatees and others with a legitimate right to know, so that their questions can be addressed and their cooperation obtained.	Involvement of superintendents and school board members in the development of WSBSE has allowed their questions and concerns to be addressed. The guidelines for the process also ensure conversation between the superintendent and board during the evaluation process.
F3 Fiscal Viability Adequate time and resources should be provided for personnel evaluation activities, so that evaluation can be effectively implemented, the results fully communicated, and appropriate follow-up activities identified.	WSBSE requires limited fiscal commitment. Some boards may spend more time on evaluation than previously, but the time commitment is manageable.
Accuracy standards	
A1 Validity Orientation The selection, development, and implementation of personnel evaluations should ensure that the interpretations made about the performance of the evaluatee are valid and not open to misinterpretation.	The rubric's use of behavioral descriptors, plus board training and availability of a glossary, increases the likelihood that interpretations will be valid.
A2 Defined Expectations The qualifications, role, and performance expectations of the evaluatee should be clearly defined, so that the evaluator can determine the evaluation data and information needed to ensure validity.	Performance expectations are clearly articulated in the rubric and in the setting of performance goals.
A3 Analysis of Context Contextual variables that influence performance should be identified, described, and recorded, so that they can be considered when interpreting an evaluatee's performance.	WSBSE developers deliberately used procedures and rubric language that accommodates the wide variations in district context, Additionally, the use of face-to-face conversations between superintendent and board members in setting goals and evaluating results allows contextual variables to be identified and considered.
A4 Documented Purposes and Procedures The evaluation purposes and procedures, both planned and actual, should be documented, so that they can be clearly explained and justified.	WSBSE procedures spell out the purposes and processes for the evaluation.
A5 Defensible Information The information collected for personnel evaluations should be defensible, so that the information can be reliably and validly interpreted.	Evidence used by the WSBSE is clearly related to the underlying standards as well as to the job requirements for superintendents.
A6 Systematic Data Control The information collected, processed, and reported about evaluatees should be systematically reviewed, corrected as appropriate, and kept secure, so that accurate judgments about the evaluatee's performance can be made and appropriate levels of confidentiality maintained.	WSBSE requires systematic collection and review of evidence on job performance, with opportunities for clarification and correction of information as needed. It allows confidentiality within the limits of state law.
A7 Bias Identification and Management Personnel evaluations should be free of bias, so that	By focusing on pre-identified superintendent behaviors, descriptors in WSBSE rubrics reduce the

interpretations of the evaluatee's qualifications or performance are valid.	likelihood that the evaluation will be subject to bias. Additionally, the requirement for training evaluators and the participation of multiple evaluators will further reduce bias.
A8 Analysis of Information The information collected for personnel evaluations should be systematically and accurately analyzed, so that the purposes of the evaluation are effectively achieved.	The WSBSE process spells out how information for the evaluation will be collected, presented, and systematically analyzed.
A9 Justified Conclusions The evaluative conclusions about the evaluatee's performance should be explicitly justified, so that evaluatees and others with a legitimate right to know can have confidence in them.	The use of a well-defined process using explicit criteria based on national standards justifies confidence in the conclusions.
A10 Metaevaluation Personnel evaluation systems should be examined periodically using these and other appropriate standards, so that mistakes are prevented or detected and promptly corrected, and sound personnel evaluation practices are developed and maintained over time.	WSBSE is undergoing piloting in the 2013-14 school year and will be revised based on results. Thereafter, it will be periodically reviewed and analyzed for effectiveness.

APPENDIX E

Setting Performance Goals

Setting specific performance goals is a common and accepted part of the superintendent evaluation process, but must be done carefully and thoughtfully in order to get meaningful results. This section of the handbook provides some basic guidelines.

General guidelines

In recent years, many schools have begun using "SMART" goals:

Specific:

Vague, broad goals may sound reasonable, but they rarely led to productive results. "Improving instruction" is a goal no one would disagree with, but it does not provide clear direction. "Improving the reliability of classroom assessments" is much more likely to focus efforts productively.

Measurable:

Goals should be stated in ways that allow progress to be tracked over time. Questions such as "how much?", "how many?", and "when?" will be important in making goals measurable. For example: "By the end of 2014, the number of students taking advanced placement courses will increase by 15%."

Attainable:

While there is value in aiming high, the most effective goals are attainable—i.e., it is plausible to believe that they can be achieved within the expected timeframe. Goals that are unrealistic usually end up creating frustration and cynicism.

Relevant:

Goals should be closely related to the district's priorities and improvement goals. The key questions that should be asked are "Will accomplishment of this goal get us closer to where we need to be?" and "IS this goal worth the time and energy that will be spent to achieve it?"

Timely:

Goals should always include a specific date by which they will be assessed. This allows the superintendent to develop a realistic implementation plan and assures that the board will review progress at a set point in time.

Goals involving student learning

When the Washington legislature mandated the new teacher and principal evaluation system, it was explicit about the need to include improvement in student achievement as one of the elements in the evaluation. Given that context, it seems reasonable to also hold the district's leader accountable for student learning. However, setting specific goals must be done with a great deal of thought if they are to be meaningful and realistic.

1. The superintendent's influence over student learning is *indirect*. While teachers are engaged in day-to-day face-to-face instruction with students, the job of superintendents is to establish the *conditions* that support improved learning. They do this by assuring that (among other things):

- teachers have the necessary resources
- principals have the necessary support and guidance
- the district has a process for recruiting and hiring high-quality teachers and principals
- the district's processes for evaluation and professional development support student learning

Identifying and setting performance goals in these areas can provide a valid and meaningful way of assessing the superintendent's instructional leadership.

2. The most common measures of student learning—results of statewide or standardized tests—are not always responsive to "quick fixes." These tests assess not only the specific knowledge gained by students over the course of a year, but the underlying academic skills (reading, writing, and mathematics) that develop over a period of time. If the superintendent implements a plan for recruiting and hiring high-quality teachers, or oversees a curricular change that better aligns instruction with state standards, those successes are not likely to be reflected in test results for the first year or two. For that reason, the use of test scores as a performance measure should be structured as a long-term effort—e.g., the target level should be viewed as a three-year goal that can be reviewed and monitored on an annual basis.

It should be noted that there are also other academic outcomes that could be the basis of a superintendent's performance goals:

- improving the graduation rate
- increasing the number of students taking an advanced placement or honors course
- decreasing the number of students who need to take remedial courses in college
- increasing the number of students attaining a credential within a year of completing a career and technical education program

Appendix F

Possible Evidence

WSBSE is designed to be an evidence-based process. The evidence for superintendent evaluation can take many forms: quantitative data, survey results, meeting minutes, official documents, summaries of activities, etc. Early in the process, boards and superintendents should agree on the kinds of evidence that will be most relevant, practical, and meaningful for their district. The list below is intended only to suggest some possibilities.

Standard 1

- District improvement plan
- Surveys of staff
- Surveys of community
- Records of meetings in which vision was a topic
- Budget
- Monthly calendar
- Record of school visits
- Board agendas/administrative team agendas
- Presentations to groups (e.g., teachers, community)
- Evidence of annual review of district's mission statement
- Board and administrative goals
- Publications, website, social media messages that emphasize and communicate the vision
- Reflective journals

Standard 2

- District improvement plan
- Data on student learning
- Data on dropout rates
- Data on college attendance of graduates
- Survey data from recent graduates
- Results of teacher and principal evaluations
- Evidence of teacher analysis of student learning data
- Record of decisions made in response to student learning data
- Record of past year's professional development activities and evidence of their effectiveness
- Documentation of coaching of principals
- Presentations to groups (e.g., teachers, community) focused on student learning
- Record of awards, celebrations, or recognitions focused on student learning
- Summary of curricular changes made in the past year

Standard 3

- Strategic plan
- Data on teacher recruitment and retention
- Budgetary documents
- Data related to student safety and an orderly environment (bullying incidents, suspensions, etc.)
- Parent survey data
- Student survey data
- Enrollment data
- Staff meeting logs
- Facilities plan
- Student transportation data

Standard 4

- Documentation of district communications
- Parent/community surveys
- Documentation of changes that have been made as a result of family/community feedback
- Data on family engagement (e.g., attendance at parent conferences or other school activities)
- Record of collaborative partnerships with community agencies
- District improvement plan
- Student surveys
- Achievement gap data
- Results of equity audit
- Summary of professional development focused on cultural competence
- Agendas and minutes from community planning meetings

Standard 5

- Data from family/community surveys
- Data from teacher surveys
- Data from student surveys
- Parent advisory council minutes
- Minutes/agendas of administrative team meetings
- Results of equity audit
- Summary of decisions involving a significant ethical component
- Superintendent reflections

<u>Standard 6</u>

- Records of communications with legislators
- Summary of community leadership accomplishments
- Summary of interactions with external groups
- Documentation of communication with board
- Board meeting materials
- Superintendent reflections

Appendix G

Possible Reflective Questions for Board-Superintendent Conversations

A key part of the WSBSE is the opportunity it provides for thoughtful conversations between superintendents and boards. In most cases, discussion during the evaluation will focus on the specific evidence provided by the superintendent. However, it may be helpful to have a list of general questions that might arise when addressing each of the six standards.

The following list of possible questions was inspired by examples in *Superintendent Leadership Performance Review: A Systems Approach,* developed by the School Administrators of Iowa and the Iowa Association of School Boards. This is not a complete list, nor would it be reasonable to expect a superintendent to respond to all questions.

Standard 1

- How have you helped stakeholders understand and commit to the vision?
- How is the vision communicated to staff? To the community? How well understood is it?
- How and how often is the vision reviewed?
- What strategies are you using to achieve the vision?
- How is the vision reflected in the district improvement plan? What changes in the improvement plan would better support the vision?
- During the past year, have you found cases in which procedures and practices were in conflict with the vision? If so, how have those procedures and practices been changed?
- What are some of the specific steps we've taken in the past year to move closer to the vision? How much progress have we made? What data do we have that shows our progress?
- In what ways does the budget support the vision?
- What steps could we take to move the vision forward?
- What can the board do to support your work to advance the vision?

Standard 2
- What are the key steps you've taken this year to ensure that student learning remains the district's highest priority?
- What are the most important data we use to monitor progress in student learning? What do those data indicate? What decisions have been made because of the data?
- What budgetary decisions have we made to support student learning?
- What progress have we made in reducing achievement gaps? What are the biggest issues we face? What are the next steps we should take?
- What do the results of the teacher and principal evaluations show about our efforts to improve student learning? Do the results suggest future steps we need to take?
- How are we using professional development to support student learning? What professional development activities have been most effective? How do we know?
- What goals have you set for your own professional development? How have you addressed those?
- What steps have you taken to improve the ability of principals to support student learning?

- Overall, what are the most critical steps we need to take in order to improve student learning?
- What can the board do to support your work to improve student learning?

Standard 3

- What system do you use to assure that district operations are being managed efficiently? How do you know when changes need to be made?
- How do you ensure that the district's general operations support student achievement?
- What are the most important indicators of the district's fiscal health? What do those indicators currently show? How do you set priorities when dealing with limited resources?
- What strategies do we use to recruit and hire teachers who will be effective in improving student learning? What efforts do we make to keep those teachers? How does our staff turnover compare with other districts?
- What steps have we taken to ensure the safety of students and staff? Do students feel safe? How do we know?
- What system do we use for ensuring an orderly school environment? How effectively is it working? How do we know?
- Do students, teachers, and parents perceive their school climate as positive and friendly? How do we know?
- What can the board do to support your efforts to manage the district effectively?

Standard 4

- What are the major strategies we use to communicate with families and citizens? How effective are they? What improvements have we made in the past year? What changes should we be considering?
- To what extent do we have two-way communication with families and citizens? How do we invite their input? How have we responded to their input?
- What data do you have that indicate the level of meaningful family involvement in their children's education? What steps have we taken to improve family involvement, especially for disengaged families? What changes should we be considering?
- How do we work with community agencies to support children? How effective have those efforts been? Are there opportunities for additional collaborations?
- How effectively do we meet the needs of *all* students? How do we know?
- What steps have we taken to assure that staff understand and respond to the needs of diverse cultural and economic backgrounds? What strategies have been most successful in reducing achievement gaps?
- How do we assure that our policies and practices are equitable for all students?
- What can the board do to support your efforts to engage with families and others in the community?

Standard 5

- What issues in your work raise ethical dilemmas? How do you confront and resolve those dilemmas? What values and beliefs are central to how you approach ethical dilemmas?
- Was there an occasion in the past year where you found it necessary to draw an ethical "line in the sand"? How was that situation resolved?
- To what extent would staff and other stakeholders agree that you interact with them in a professional, respectful, and trustworthy manner? How do you know?
- What steps have you taken to assure that staff adhere to high standards of ethical behavior?
- What ethical principles are most important in guiding our work as a school district? How do we know that district policies and practices live up to those principles? What areas should we be looking at?
- What can the board do to support your efforts to assure that the district's work is guided by high ethical standards?

Standard 6

- In what ways have you taken an active and visible leadership role in the community?
- What contacts have you had with local, state, or federal government agencies? How have you advocated for the needs of the district in those interactions?
- How have you been engaged with professional associations, business organizations, or other external groups?
- Overall, what emerging trends are most likely to affect our work as a school district? How are we preparing to respond top those developments?
- How would you assess your efforts to work with the board as a leadership team? Where have we been most effective? What areas need attention?
- What can the board do to support your efforts to build an effective board-superintendent leadership team?

Appendix H

Glossary of Terms Used in the WSBSE Rubric

Achievement gap
Any discrepancy in academic achievement between subgroups of the student population, particularly subgroups based on race, ethnicity, and socio-economic status.

Alignment
Consistency among the different parts of a district's strategy; e.g., if the goal is to improve STEM preparation, the goal should be supported by adequate funding, appropriate curriculum, teacher training, etc.

Assures that
This language is used to indicate that the superintendent is responsible for results even when not directly involved in the activity. In larger districts, superintendents may delegate certain functions; in smaller districts, superintendents may personally carry out the same activity; in either case, superintendents are responsible for the outcome.

Collaboration
A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results.

Community resources
Financial, material, or human assets in the larger community that can be used to support student learning.

Comprehensive system or strategy
Addresses all relevant factors or contains all essential components.

Continuous Improvement Process
The ongoing cycle of planning, doing, checking, and acting designed to improve results—constantly. This cycle includes gathering evidence, developing strategies and ideas to build on strengths and address weaknesses, implementing those strategies, analyzing the impact of the changes to discover what was effective and what was not, and applying the new knowledge in the next cycle of continuous improvement.

Courage
Willingness to take personal risks in order to do the right thing.

Culture
The set of values, beliefs, and behaviors that characterize a group or an organization (including schools and districts).

Data
Recorded observations, usually in numeric or textual form, that ttempt to provide a measurement of some important outcome (e.g., student learning, community perceptions, graduation rates).

Data-based strategies
Means that the district's efforts to improve are informed by evidence of their effectiveness.

Data-based evaluation
Means that judgments of effectiveness will be based on some form of tangible, reasonable objective evidence, not just on perceptions or personal opinion.

Efficacy
The ability to produce a particular result; as used in this rubric, "collective efficacy" is a group's belief that a certain outcome is important *and* that it has the capacity to achieve that outcome.

Evidence
Data, documents, and other tangible information that support judgments about the degree to which a superintendent is meeting standards.

Facilitate
Facilitation involves creating the conditions that allow for results to be achieved. For example, a superintendent can facilitate a project by making sure that participants have the necessary information, materials, and resources.

Induction
The process by which new teachers and administrators are oriented, mentored, and given other forms of assistance during their first couple years on the job.

Integrity
Behavior that embodies honesty and trustworthiness.

Learning indicator
Evidence that shows the degree to which students are attaining the desired knowledge and skills.

Mission
The fundamental purpose of an organization. Mission answers the question "Why do we exist?"

Procedures and practices
Procedures and practices refer to the way that people in the district routinely conduct their business. Procedures may involve written rules, well-established habits, or informal actions.

Professional Development
The lifelong learning process that nourishes the growth of educators by continuous, collaborative, and reflective examination of one's practice.

Professional Growth Plan (PGP)
A listing of goals and strategies to improve one's professional practice, based on an analysis of weaknesses and strengths.

Social Justice
A condition in which all individuals and groups in the district have similar opportunities for educational access, support, and success.

Strategy
Any intentional plan designed to attain a particular outcome; it may be written or unwritten, but it can be clearly articulated and explained by the superintendent.

Stakeholders
Individuals and groups who are affected by the actions and outcomes of a public school district. *Internal* stakeholders are those who are regularly and directly a part of district activities—typically, employees, board members, students, and parents. *External* stakeholders are those who are not directly associated with the district but who are impacted by its activities—taxpayers, city councils, etc.

Systematic
Means that something is done intentionally and consistently on a scheduled basis, not just sporadically or when people think of it. Whether the schedule says once a week or once a year, there is a commitment that the activity will be conducted as par of the normal way of doing business.

Two-way communication
Means that the district *listens* to its constituents as well as *informs* them about district activities.

Vision
A realistic, credible, attractive future for an organization. Vision answers the question, What do we hope to become at some point in the future? How will we accomplish our mission?

Washington Standards–Based Superintendent Framework©

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.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. *Builds commitment to the vision and mission.*	limits references to the district's vision for learning	engages the board, principals and other administrators, teachers, and other district employees in periodic discussions of the district vision	engages both internal and external stakeholders in regular discussions of the district vision and builds shared understanding and commitment to the vision	engages both internal and external stakeholders in systematically evaluating the continuing value of the vision, and leads efforts to resolve conflicts that may arise
B. *Aligns district procedures and practices with the vision.*	does not align district procedures and practices with the vision	aligns district procedures and practices with the vision	collaborates with staff to ensure that major decisions on curriculum, budgeting, staffing, and planning advance the vision	develops procedures and practices to ensure that the vision is systematically and routinely used to guide decisions on curriculum, budgeting, staffing, and planning
C. *Holds board and staff mutually accountable for striving toward the vision.*	does not hold staff and board accountable for honoring the vision	reminds staff and board periodically of the need to make decisions consistent with the vision	evaluates district procedures and practices systematically to ensure their alignment with the vision; expects principals and other administrators to do the same at the building level	creates a culture in which board, principals and other administrators, teachers, and other district staff understand the vision and hold each other mutually accountable for realizing it
D. *Uses the vision as an indicator of progress.*	does not use the vision as an indicator of progress	assesses progress toward the vision and uses it as an informal indicator of success	uses data to assess progress toward the vision and communicates results to the board, staff, and community	ensures that data is available and systematically used to assess progress toward the vision, to communicate results to the board, staff, and community and to formulate plans to bring about necessary changes
E. *Develops explicit strategies and processes to study and improve the district's capacity to improve.*	does not use cohesive strategy for guiding district improvement efforts	ensures that each district improvement project uses a continuous improvement cycle of planning, implementing, assessing, and revising	regularly analyzes results of the district's *collective* improvement efforts in order to identify organizational factors that support or hinder improvement	ensures district staff engage in continuous reflective analysis of improvement efforts in order to identify organizational factors that support or hinder improvement

Washington Standards-Based Superintendent Framework©

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.

The superintendent...

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Recognizes and capitalizes on the diversity within the community.	does not recognize or capitalize on the presence of diverse groups in the community	ensures that all district staff have access to professional learning resources that enhance the necessary cultural competence to recognize and respect the needs of all students	implements strategies to help staff capitalize on the assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom	uses formal and informal partnerships with diverse groups to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of all stakeholders and integrate diverse representation into school and district decision-making processes
B. Increases district capacity to positively address cultural tensions or conflicts.	disregards cultural tensions or conflicts that negatively impact students	ensures that cultural tensions or conflicts are addressed in positive ways	ensures that principals and other administrators and teachers have the necessary skills to help students address cultural tensions or conflicts	sustains a climate in which members of the school community can constructively discuss and examine their own views on diversity to improve mutual understanding
C. Works to reduce opportunity and achievement gaps.	disregards or minimizes the existence of opportunity and achievement gaps among diverse groups	keeps staff attention focused on opportunity and achievement gaps and possible school-based solutions	systematically uses data to identify and implement instructional approaches and school and district practices that reduce opportunity and achievement gaps	establishes partnerships with families and community groups to leverage cultural knowledge and instructional strategies to eliminate opportunity and achievement gaps
D. Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity.	does not examine district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	examines district policies, procedures, and practices for adherence to principles of fairness, social justice, and human dignity	guides staff to use equity audits to ensure that district procedures and practices adhere to principles of fairness, social justice, and human dignity	collaborates with board, staff and community to review results of equity audits and recommend steps to ensure fairness, social justice, and respect for human dignity for each member of the school community

Washington Standards-Based Superintendent Framework©

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.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Advocates for student learning as the district's highest priority.	does not communicate that student learning is central to the district's mission	communicates to all stakeholders that student learning is central to the district's mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to continuously improve learning	motivates stakeholders to pursue continuous improvement and innovation in student learning to achieve the district's mission
B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment.	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	ensures that decisions on curriculum, instruction, and assessment are guided by regular, objective data analysis	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
C. Ensures that district policies, practices, and resources support learning for each student.	does not align district policies, practices, and resources to support learning for each student	ensures that existing district policies, practices, and resources are aligned to support learning for each student	uses data to identify achievement gaps and seek improvements in district policies, practices, and resources to better support learning for each student	motivates members of the school community to seek improvement in district policies, practices, and resources to support learning for each student
D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve student learning	creates or sustains a culture of expectation that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a shared moral imperative for the continuous improvement of student learning

Washington Standards–Based Superintendent Framework©

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.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers.	does not develop and implement procedures and practices that ensure the safety and well-being of students, employees, and volunteers	develops and implements procedures and practices that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	involves members of the school community in developing procedures and practices that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to student, employee, and volunteer safety and well-being (e.g., bullying, incivility, accessibility, emergencies)
B. Develops and implements procedures and practices that advance a purposeful and safe learning environment.	does not develop and implement procedures and practices that ensure a purposeful and safe learning environment	develops, communicates, and implements procedures and practices that guide student behavioral expectations and disciplinary actions	engages parents, students, and staff in developing, implementing, monitoring and updating guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of policies and practice that guide student behavioral expectations and disciplinary actions
C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals.	does not ensure that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals	develops and implements procedures and practices that result in a climate that is positive, friendly, and responsive to the needs of individuals	engages parents, teachers, students, and administrative staff in reflecting on and developing procedures and practices that promote a climate that is positive, friendly, and responsive to the needs of individuals	involves parents, teachers, students, and administrative staff in a data-based continuous improvement cycle for student and employee well-being and community satisfaction
D. Promotes the development of student agency in learning and community participation.	does not promote, monitor, or support efforts to develop student agency in learning and community participation.	promotes efforts to help students understand, articulate, and act on their own learning needs as well as participate in classroom/school decision making	ensures that curricular and co-curricular activities provide opportunities and support for development of student agency	collaborates with staff and students to conduct data-based evaluations of district efforts to help students understand, articulate, and act on their learning needs and participate in classroom/school decision-making
E. Articulates high expectations for ethical and professional behavior of district employees.	does not model or articulate expectations and monitor compliance for ethical and professional behavior in the district	models and articulates expectations for ethical and professional behavior by staff	guides administrators to model, articulate and reinforce high ethical and professional expectations for staff	elevates a climate in which district employees are highly conscious of ethical and professional expectations and hold each other accountable

Washington Standards-Based Superintendent Framework©

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.

The superintendent....

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Focuses evaluation and professional development on the improvement of student learning.	pays little attention to staff evaluation and professional development to improve student learning	ensures that the district has clear strategies for evaluation and professional development to improve student learning	uses evaluation and professional development strategically to promote candid and collaborative self-assessment of effectiveness	uses evaluation and professional development as a tool to challenge existing practices to improve student learning
B. Implements effective procedures for staff evaluation.	makes little effort to ensure that staff evaluations are fair, meaningful, and consistent with state expectations	ensures that staff evaluations are fair, meaningful, and consistent with state expectations	develops and supports processes for effective individual improvement efforts resulting from staff evaluations	evaluates staff evaluation processes systematically and collaboratively to ensure effectiveness
C. Develops systematic strategies for using professional development to improve student learning.	does not design coherent professional development strategies linked to the district improvement plan	establishes strategies for aligning district professional development efforts with the district improvement plan	ensures that district professional development activities are extensive, accessible, and focused on continuous improvement of teaching and student learning	evaluates professional development activities systematically and collaboratively with participants to ensure effectiveness in improving student learning
D. Personally models effective professional development.	does not have a written professional growth plan	models professional development by creating and implementing a written professional growth plan	engages in candid self-assessment of personal assumptions, values, beliefs, and practices that guide improvement of professional growth	models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve professional growth
E. Builds leadership capacity to improve student learning.	does not attempt to stimulate, mentor, or coach the professional development of principals and other instructional leaders	takes steps to stimulate, mentor, or coach the professional development of principals and other instructional leaders	guides principals and other instructional leaders to assist the professional development of teachers	creates a district-wide culture that leads all staff to engage in continuous collaborative professional development focused on student learning
F. Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement.	does not promote or support development of professional learning communities that promote instructional improvement	establishes workplace conditions (time, resources, and vision) that empower and support professional learning communities focused on instructional improvement	establishes/sustains a professional culture characterized by trust, transparency, mutual accountability, and commitment to the vision	engages staff in a continuous improvement cycle to evaluate and enhance the effectiveness of the district's professional learning communities

Washington Standards-Based Superintendent Framework©

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.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	does not have communication strategies to inform families and community about district needs, goals and activities	develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities	develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community about the district's schools	empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities
B. Develops strategies to involve families and community members in the educational process.	does not involve families and diverse community members in the educational process	ensures district implementation of strategies to involve families and diverse community members through conferences, meetings, and volunteer activities	ensures district implementation of multiple strategies for involving families and community members in decision making about children's education	sustains or expands a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
C. Develops strategies for constructive resolution of conflicts with families and community members.	does not develop or implement strategies for constructively resolving conflicts with families and community members	ensures that the district has defined procedures allowing families and community members to express concerns and disagreements	develops the capacity of staff and board to maintain open lines of communication with families and community members, constructively resolve conflicts, and build consensus	creates a culture in which conflicts are reflectively addressed and viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution
D. Mobilizes community resources to support district goals.	makes minimal efforts to mobilize potential community resources to support district goals	builds relationships with community members and groups that lead to improved resources to support district goals	collaborates with community agencies to create cohesive networks of services to support district goals	provides evidence (e.g., surveys, volunteer rates, partnerships) of increased belief that the learning and well-being of children are community responsibilities
E. Engages board and community in planning, conducting, and building community understanding of levy and bond measures.	does not provide board with timely and helpful guidance on preparing levy and bond measures	helps board ensure that levy and bond measure preparations are conducted in legally correct and fiscally responsible manner	helps board ensure that levy and bond measures meet immediate fiscal needs and advance long-term district goals	engages board and community routinely in long-term planning processes to identify and support district educational and fiscal needs
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.	does not engage with local community members, government agencies, professional associations and other external groups	engages with local community members, government agencies, professional associations and other external groups	communicates to board, staff and community knowledge of emerging issues that affect the district	works with board and staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision

Washington Standards-Based Superintendent Framework©

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

The superintendent...

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	does not systematically plan, implement, and monitor district operations	ensures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	collaborates with board and staff to analyze and modify the long-term plan to ensure that results support district priorities and superintendent goals
B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals	collaborates with board, staff, and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years
C. Strategically manages human resources to support instructional improvement and other district goals.	does not efficiently or strategically manage human resources	ensures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	engages staff in a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and make changes as needed
D. Effectively manages key elements of district operations.	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	ensures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	engages staff in a continuous improvement process to review effectiveness of district operations and make changes as needed
E. Develops system for ensuring that employee performance meets district expectations.	does not ensure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	ensures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	engages staff in a continuous improvement process for employee performance

Washington Standards–Based Superintendent Framework©

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.

The superintendent…

Themes	Unsatisfactory	Basic	Proficient	Distinguished
A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.	does not articulate or adhere to the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
B. Honors board policy.	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
C. Provides the board with timely information.	does not provide the board with timely information needed for effective board decision-making	ensures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
D. Treats all board members fairly, respectfully, and responsibly.	favors certain board members or is unresponsive to board members' perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
E. Provides necessary support for effective board decision-making.	does not establish and implement effective procedures for board meetings	ensures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to ensure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
F. Builds strong team relationships with the board.	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change