



SCHOOL BOARD ACTION REPORT

DATE: January 25, 2017
FROM: School Directors Patu and Burke
LEAD STAFF: Dr. Larry Nyland, Superintendent

1. TITLE

Amending the 16-17 Superintendent Evaluation Criteria

For Introduction: February 15, 2017
For Action: March 1, 2017

2. PURPOSE

This Board Action Report amends the previously approved Superintendent evaluation criteria for 2016-17 and establishes a new structure for future years.

3. RECOMMENDED MOTION

I move the School Board amend the previously adopted 16-17 Superintendent evaluation criteria to add a professional practice element, as described in this Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background:** After conducting the 15-16 Superintendent annual evaluation, Directors expressed an interest in expanding the evaluation to include elements beyond the Board-adopted Superintendent SMART Goals. The Executive Committee asked Directors Patu and Burke to meet with the Superintendent to develop a proposed new system.

The proposed system contains three parts:

1. Professional Practice: One-third of the evaluation
 - a. General
 - b. Focus
2. Superintendent SMART Goals: Two-thirds of the evaluation

Professional Practice: This section is divided into two parts – General and Focus. The entire Professional Practice section is one-third of the evaluation.

The *General* section is based on the Washington State School Directors' Association's (WSSDA) model superintendent job description. The job description contains six essential functions and responsibilities of the role. Those six descriptors will be evaluated on a 1-5 scale by a survey given to cabinet, board, and other lead partners. In addition, the Superintendent will conduct a self-evaluation at the beginning and end of the cycle. The Board will use the data collected from the survey to write the evaluation narrative, equally weighing the superintendent & cabinet feedback with other partners' feedback.

For the *Focus* section, one of the 6 job descriptors will be selected (perhaps identified as an area of growth in a previous year's evaluation). That descriptor will be evaluated on the WSSDA rubric aligned to the WSSDA model job description. However, the Board and Superintendent may select only a few of the elements on the rubric on which to

focus, rather than the entire rubric. The Superintendent will conduct a self-evaluation at the beginning and end of the cycle.

Superintendent SMART Goals: The Superintendent SMART Goals section of the evaluation will be two-thirds of the evaluation. The Board and Superintendent will develop 3-4 SMART Goals each year (with attention paid to multi-year goals so some may carry forward). The SMART Goals will be evaluated on the associated rubric. The Goals will be aligned to a problem of practice and have a theory of action. They will also be budgeted for (including funds and/or FTE). The Goals will be aligned to the Board's SMART Goals and a Director-lead will be established. The Superintendent will conduct a self-evaluation at the beginning and end of the cycle.

2016-17 is a transition year because this change in evaluation criteria would occur mid-evaluation, with the 16-17 annual evaluation occurring in June 2017. Therefore, only the 1a. Professional Practice – General (one-third of evaluation) and 2. SMART Goals (two-thirds of evaluation) will be evaluated during the 16-17 annual evaluation. The previously adopted 16-17 SMART Goals and Rubrics remain as adopted.

- b. **Alternatives:** Keep the 16-17 Evaluation Criteria. This is not recommended because the currently-adopted criteria includes a sole focus on the 16-17 SMART Goals (i.e., no Professional Practice elements).
- c. **Research:** The 6 job descriptors (Essential Functions and Responsibilities) measured are from the Sample Job Description and Framework/Rubric developed by the Washington State School Directors' Association (WSSDA). WSSDA has indicated their documents are researched-based.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be ___N/A_____.

The revenue source for this motion is _____N/A_____.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

7. EQUITY ANALYSIS

Not applicable.

8. STUDENT BENEFIT

Several of the Superintendent SMART goals are focused on eliminating the opportunity gap. In addition, the Superintendent's Essential Functions and Responsibilities measured all have the potential to impact students. Those include: Visionary Leadership, Instructional Leadership, Effective Management, Inclusive Practice, Ethical Leadership, and Socio-political Context.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. 1630, Evaluation of the Superintendent, provides the Board establishes the evaluative criteria for evaluating the performance of the Superintendent. Therefore, Board action is required to amend the previously adopted criteria for 2016-17.

Other: _____

10. POLICY IMPLICATION

Per Policy No. 1630, Evaluation of the Superintendent, the Board establishes the evaluative criteria and evaluates the performance of the Superintendent.

Per Policy No. 1640, Responsibilities & Authority of the Superintendent, the Superintendent is accountable to the Board.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Executive Committee meeting on February 2, 2017. The Committee moved the item forward to the full Board with a recommendation for approval.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the 16-17 Superintendent evaluation criteria will be amended. The 16-17 annual evaluation will occur in June 2017. The 17-18 SMART goals will be developed in the coming months.

13. ATTACHMENTS

- 16-17 Superintendent SMART Goals & Rubrics (for reference)
- 16-17 Superintendent SMART Goals Graphic Organizer (for reference)
- Proposed Superintendent Evaluation Process Graphic Organizer (for reference)
- Draft Professional Practice Survey (for reference)
- WSSDA Superintendent Job Description (excerpt - for reference)
- WSSDA Superintendent Rubric (for reference)
- Previously approved 16-17 Superintendent Evaluation BAR (for reference)

SMART Goal #1	Ensure Educational Excellence for Each & Every Student – MTSS: By May 31, 2017, establish an aligned focus on the “whole child” through the implementation of a district-wide Multi-Tiered System of Support (MTSS) framework that clearly identifies methods for providing culturally responsive, differentiated instructional and behavioral supports for each and every student.
Multi-Year Vision	Every Student on Track to Graduate
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors

	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Collaboration	Fails to fulfill the responsibilities identified as basic.	Ensures each school engages in, and effectively capitalizes on, a collaborative data inquiry process through regularly scheduled MTSS team meetings. A MTSS District Implementation Team (DIT) comprised of representatives from divisions and teams within Teaching and Learning exists with executive leadership to approve and support team decisions (e.g., prioritized funding, resource allocation, work streams) Evidence includes: MTSS team established at each school meets monthly and DIT team meeting notes.	MTSS teams at each school are using a common decision-making protocol to develop action plans and are actively responding to those action plans. MTSS DIT implements a clearly articulated "whole child" MTSS framework aligning personnel, resources and streams of work across the district in service to schools at tiered levels. Evidence includes: Use of common decision-making and data access protocols, forms, and action plans at the school and central levels, as well as frequent review of data and resources.	Develops MTSS teams at 20-25 schools that address both academic and behavior supports for students. School MTSS meetings discuss evidence based instructional and behavioral practices, supports, and interventions linked to the gap closing for African American males and other students of color. Evidence includes: A multi-year plan which includes established procedures, schedules for reviews of data and decision-making protocols, as well as student performance data (i.e., services, program and demographic, etc.)

<p>Common Tools and Procedures</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Develops and publishes a common set of district approved procedures, materials and technical tools as outlined in the MTSS "whole child" framework. These support items are easily accessible to staff serving students pre-K to 12th grade.</p> <p>Evidence includes: An MTSS Advisory Team (i.e., representatives Advanced Learning, ELL and Special Education) reviews and recommends procedures, an online access point for approved procedures, materials, and tools is developed.</p>	<p>Provides evidence of successful implementation of MTSS, including Positive Behavior Intervention Supports, in at least 25% of SPS schools using a standardized fidelity assessment tool. District-wide instructional and behavioral documents designed for schools to utilize MTSS language and align procedures, materials and technical tools to the MTSS "whole child" framework.</p> <p>Evidence includes: Use of standardized fidelity assessment tool to assess successful implementation of procedures, materials, and tools.</p>	<p>Develops at least five schools which are ready and scheduled to serve as MTSS demonstration sites for the 2017-18 school year. Implementation of district's MTSS "whole child" framework is evident in a majority of schools.</p> <p>Evidence includes: Use of common language, definitions, data analysis, procedures, adopted materials, progress monitoring timelines, and technical tools. A minimum of 50% of schools are able to demonstrate use of the "whole child" framework.</p>
<p>Data and Assessment</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Actively administers common interim and classroom assessments to drive instructional and behavioral decisions at the elementary and secondary levels. Develops a district-wide balanced scorecard comprised of established metrics to guide decisions for the MTSS District Implementation Team that monitors services, programs, key resources, etc.</p> <p>Evidence includes: Majority of schools use approved assessments to drive decisions, development of a district balanced scorecard with established metrics.</p>	<p>Develops a robust, district-wide early warning indicators (EWI) on attendance, behavior and academic performance that supports school and district-wide decisions related to the MTSS "whole child" framework.</p> <p>Evidence includes: Development and tracking of accurate EWIs, schools and DIT regularly review data.</p>	<p>Implements district-wide early warning indicators (EWI) on attendance, behavior, and academic performance that supports gap eliminating instructional practices for African American Males and other students of color. The District's balanced scorecard actively informs the actions of identified Central Office personnel and links to schools increasing the performance of targeted students.</p> <p>Evidence includes: Schools gather EWI data, data is tracked through scorecard/dashboard, DIT uses data to drive decisions and provide support to schools.</p>

<p>Professional Development</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Trains SPS staff, district-wide, on the MTSS "whole child" framework, including common definitions, procedures, materials and technical tools. Develops cadres of experts in MTSS at the central office level as well as Career Ladder personnel. Evidence includes: PD developed and administered to central office staff and school leaders, cadres established at central office.</p>	<p>Provides targeted professional development to schools based on their performance on established metrics, including on differentiation related to ELL, HCC and Special Education services. District personnel differentiate coaching and training methods based on a school's identified, tiered needs. Continues training offered to school teams (extending cohorts 1 and 2) to deepen formative assessment and inquiry practices. Evidence includes: PD is differentiated across schools and cohorts based on identified needs.</p>	<p>Applications of culturally responsive supports and interventions exist at the early adopter schools (20-25 schools). This application at select schools is linked to the MTSS and/or Formative Practices training and technical assistance provided to school teams. Coaching and trainings emphasize common language, definitions, data analysis, procedures, materials and progress monitoring timelines and technical tools. Evidence includes: Examples of culturally responsive supports and interventions at early adopter schools at minimum. Trainings incorporate developed language and materials. A decision-making metric is developed to guide specific supports to schools.</p>
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SMART Goal #2	EOG - Eliminate Opportunity Gaps in Students' Access to High-Quality Instruction and Learning Supports: By May 31, 2017, accelerate implementation of a comprehensive theory of action and strategies to positively impact outcomes for African American males and other students of color by transforming adult attitudes, beliefs and actions.
Multi-Year Vision	Caring adult advocates for every historically underserved student
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Positive Learning: Accountability	Fails to fulfill the responsibilities identified as basic.	Clear guidance for academic and behavior targets for African American males and other students of color to be used in Continuous School Improvement Plans (CSIP) for 2016-17 is communicated and a scorecard for tracking measurable outcomes is provided	Each CSIP has a 2016-17 school climate goal, with measurable outcomes and monitoring timelines, to address social, emotional and intellectual safety intended to improve positive outcomes for African American males and other students of color	CSIP academic and behavior outcomes identified for African American males and other students of color are achieved or exceeded in 50% of schools; evidence of support services/interventions designed and implemented according to the MTSS "whole child" framework exist
Positive Relationships: Equity	Fails to fulfill the responsibilities identified as basic.	Continue to expand social-emotional work alternatives to suspension through RULER and PBIS. Identifies best-practices research on supporting African American males and other students of color; identifies exemplary schools/districts. Provide district-wide PD in concert with SEA and PASS	Continue to reduce the number of suspensions for non-violent behavior. Identifies learning goals and principles that underlie the learning process for African American males and other students of color based on common language and shared knowledge; develops and shares with schools a learning and teaching model based upon best practices research and interviews with exemplar schools that includes student voice; implements tiered supports based on the MTSS "whole child" framework	Eliminate non-violent suspensions at elementary and middle levels. Fully implements and continuously refines tiered supports for African American males and other students of color; develops and shares a portfolio of proven Culturally Responsive Pedagogical (CRP) models; builds staff capacity in order use of the Racial Equity Analysis Tool & CRP models; and uses an action research design to provide rapid feedback that enable course corrections

<p>Positive Beliefs: Professional Development</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Launch 30 (10 in 2014-15, 10 in 2015-16 and 10 in 2016-17) school-based Racial Equity Teams as well as the MTSS District Implementation Team to review data and facilitate problem-solving around attendance, discipline, and opportunity gaps (Positive Beliefs & Relationships) --- Curriculum Specialists develops plans (scope, schedule and budget) for developing support for practitioners are developed. Data and learning needs are articulated; and online learning and tools (learning management system) are identified with the support of consultants.</p>	<p>Launch of the JSCEE (Central Office) Racial Equity Team. Provides evidence that school-based Racial Equity Teams have formulated theory of action, strategies, action plans, and that they are leading conversations using disaggregated data to improve academic outcomes, increased attendance, and reductions in disproportionate discipline informed culturally responsive professional development and use of the Racial Equity Analysis Tool & MTSS "whole child" framework. --- Regional facilitators, curriculum specialist and online resources for practitioners are available to improve their knowledge and practice. Gap closing research data and technical support is accessible and relevant. Practitioners have facilitators, coaches and researcher provided information available to them. Provide culturally responsive professional development for the school board. Develop the Learning Management System for Culturally Responsive leadership and instruction.</p>	<p>A forum exists for sharing Racial Equity Teams & MTSS District Implementation Team findings with central office leadership and school board; information gained is used to inform policies, practices, and resource allocations for fiscal year 2017-18 --- Online resources for practitioners are effective in improving their knowledge and practice. Gap closing research data and technical support is accessible and is being used to close gaps. Practitioners are successfully using facilitators and coaches to reflect on their practice.</p>
<p>Positive Partnerships: Community Engagement</p>	<p>Fails to fulfill the responsibilities identified as basic.</p>	<p>Conduct an inventory of local partner resources resulting in an asset map of available community resources and identify targeted school needs.</p>	<p>With stakeholders and community partners match opportunities and resources available that align to identified school needs and further supports student exposure to high quality learning opportunities.</p>	<p>Leverage community resources to expand and expose students to high quality learning opportunities that tangibly increase positive outcomes for African American males and other students of color.</p>

SMART Goal #3	Program Mapping and Review: By May 31, 2017, the district will create an interactive program mapping tool that enables stakeholders to view and explore the district's continuum of program offerings by school, region and students served. In addition, the district will design and implement a pilot program review process to systematically evaluate the implementation and impact of current program offerings.
Multi-Year Vision	Gather information to identify and analyze the district's continuum of offerings in alignment with the district's strategic plan and budget
Baseline, September 2016	Basic
Target, June 2017	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Program Mapping	Fails to fulfill the responsibilities identified as basic.	Discuss with internal staff the mapping needs of district	Engage with internal staff and Directors around the mapping needs of district	Engage with internal staff, Directors, and external stakeholders around the mapping needs of district
	Fails to fulfill the responsibilities identified as basic.	Existing non-interactive maps that would show current program offerings	Newly created non-interactive maps that would show current program offerings and static layered student demographic information	Dynamic or interactive tool that maps current data to create new displays. Tool also allows for the ability to show certain program offerings with student demographic overlays that enable future location decisions
Program Review	Fails to fulfill the responsibilities identified as basic.	A program template is created to document the alignment of programs to strategic plan goals and their intended impact on specific student outcomes	A method or solution is identified for automated compiling and reporting of student outcomes linked to specific program offerings	Outcomes for students served by district program offerings are reported via an interactive tool that enables stakeholders to explore disaggregated data by school, region and student group
	Fails to fulfill the responsibilities identified as basic.	Annual program review cycle mapped and approved with clear process timelines and inputs	A pilot annual program review process is implemented for 2-4 educational programs or services. The process and data collected provides decision-makers with insights into program implementation and impact	The pilot annual program review contributes significantly to decision-making, specifically with respect to budgetary allocations (or reallocations) to improve the quality and impact of district educational program offerings

SMART Goal #4	Funding: By May 31, 2017, the district will engage in state-level policy discussions for adequate funding under <i>McCleary</i> to address levy use. Budget: By June 15, 2017, the district will conduct budget community engagement activities and analysis to inform the 17-18 budget. The district will begin an analysis and comparison of costs and benefits of major activities and programs, including looking for efficiencies.
Multi-Year Vision	Clear focus on how we can best invest our limited resources to support each and every student
Baseline, September 2016	Basic+ (all elements of Basic and less than a majority of Proficient)
Target, June 2017	Proficient
Committee	A&F Committee

WORST

BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
District Engagement at State Level	Fails to fulfill the responsibilities identified as basic.	Identifies revenue and expenditures of SPS budget to state policy makers	Actively uses revenue and expenditure details to foster action with state policy makers	Fosters legislative action on addressing state funding of education
Budget/WSS	Fails to fulfill the responsibilities identified as basic.	Develops budget options to reflect changes in levy policy by the legislature. Conducts an analysis of SPS activities and programs to prior years.	By June 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Continues to analyze cost of programs compared to revenue.	By May 15, 2017, develops budget options to reflect changes in levy policy by the legislature. Identifies by division and by FTE the funding source for each position to identify possible efficiencies and options.
Weighted Staffing Standards (WSS)	Fails to fulfill the responsibilities identified as basic.	Reviews the Weighted Staffing Standards (WSS) in context of known individual school needs	Engages school stakeholders to review WSS in context of known individual school needs	Reviews and analyzes adjustments in context of revenue and SMART Goals
Engagement (Budget)	Fails to fulfill the responsibilities identified as basic.	Distributes revenue and expenditures of SPS budget to internal and external stakeholders	Conducts three areas of outreach regarding budget development, both to inform and solicit feedback. (1)Hold community meetings for parents and community members; (2)Hold WSS internal committee meetings; and (3) Hold meetings for Community Based partners and labor partners.	Engages with internal and external stakeholders around SPS revenue and expenditures to clearly articulate what they value as recommendations to the Superintendent and School Board.

SMART Goal #5	Engagement/Collaboration: By May 31, 2017, through established guidelines, protocols and training, Seattle Public Schools will develop a culture of predictable and transparent engagement with stakeholders at all levels, including internal staff, building a collaborative culture with a foundation of trust and confidence in Seattle Public Schools.
Multi-Year Vision	SPS is viewed as a responsive, high functioning organization that fulfills our promise to families and stakeholders feel ownership for our collective success
Baseline, September 2016	Basic- (majority of Basic elements)
Target, June 2017	Proficient
Committee	Executive Committee

WORST

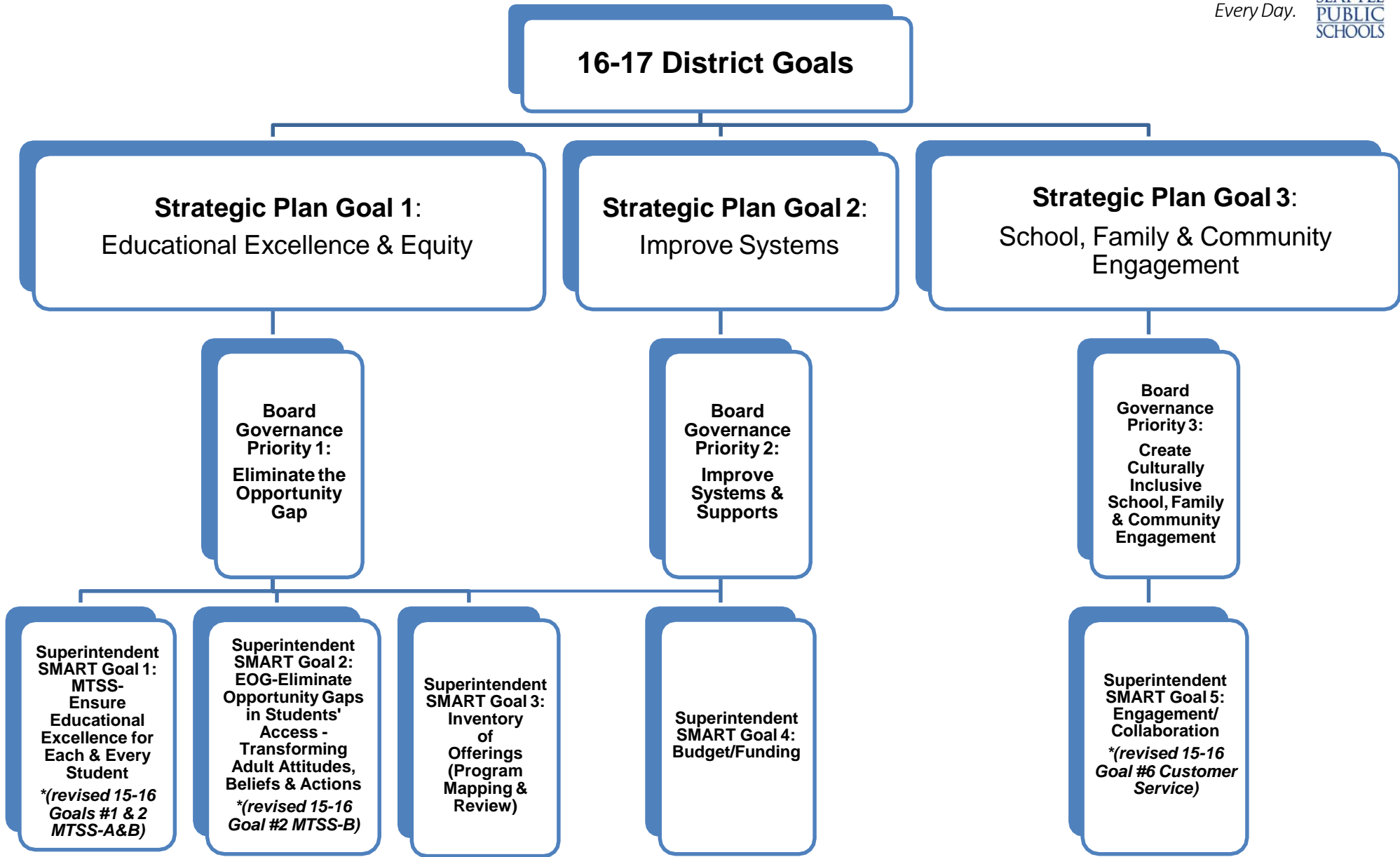
BEST

Low Red	Medium Red	High Red	Low Yellow	Medium Yellow	High Yellow	Low Green	Medium Green	High Green
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Key Organizational Behaviors				
	Unsatisfactory	Basic	Proficient (all of the elements of Basic plus...)	Distinguished (all of the elements of Proficient plus...)
Community Engagement Model	Fails to fulfill the responsibilities identified as basic.	Establishes community engagement principles, a model, and predictable protocols for when and how to involve stakeholders in decision making.	CE Website: Creates a community engagement website and disseminates resources and protocols to staff responsible for engagement in order to support staff in understanding when and how to effectively engage all families and communities in decision-making. Training: Train key staff (e.g. cabinet, extended cabinet, family engagement and school and community partnerships) responsible for community engagement on the selected principles, model and protocols. Training to include in-person workshops and online learning modules. Technical assistance will also be provided from the Communication Department to central office staff. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from all families. The 2014-2015 baseline was 26%. Gather baseline data on the new survey item: The district does a good job engaging the community about issues and concerns that matter to my family.	Develop a continuous feedback system for district and SPS School Board to monitor stakeholder satisfaction in the engagement and decision making process. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families

		With partners, identify or develop culturally responsive tools and techniques for central and school leadership to ensure effective and representative communication and engagement with internal and external stakeholders.	Develop and implement new methodologies to ensure engaged families are representative of our student population. Integrate culturally responsive tools and techniques into community engagement model. Provide examples of how and when to use various engagement techniques. Disseminate resources on the community engagement website. Outcome: At least a 5% increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. The 2014-2015 baseline was 49.4%.	Train staff responsible for community engagement on various culturally responsive tools and techniques. Work in partnership with community based organizations to provide the workshops and training. Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district reaches out to parents when decisions important to families need to be made. Engaged families are representative of our Seattle Public Schools community.
Communications	Fails to fulfill the responsibilities identified as basic.	Improve district's strategic communications. Refine the district website based on end user feedback and within constraints of the SPS budget. Post key district information on the website. Outcome: At least a 10% increase in satisfaction related to the following family survey item: It is easy to find useful information on the District website. The 2014-2015 baseline was 33.6%.	Develop an editorial calendar and using a variety of channels (e.g. district-sponsored traditional and digital media channels as well as media relations) strategically and proactively share accurate and timely communications to ensure schools and families have the information they need to support students and knowledge of the district's strategic initiatives. Gather baseline data on the following survey item: Communications from the district central office are clear, timely and informative.	Develop and implement 2-way communication opportunities for community stakeholders to both inform stakeholders on key district work and gather trending community issues and ideas (e.g. community listening sessions, online communication platforms). Outcome: A 6% or more increase in satisfaction related to the following family survey item: The district central office is responsive to the input and concerns from families. Engaged families are representative of our Seattle Public Schools community.
Collaboration & Problem Solving	Fails to fulfill the responsibilities identified as basic.	Train leaders throughout SPS how to navigate and deal with conflict and build supportive relationships through collaborative problem solving strategies and techniques.	Increase the capacity of individuals and teams to effectively understand the context of conflict, a process in support of preparing for and initiating challenging conversations, and skills for improving communication and collaborative problem solving. Building Leadership Teams have been trained around the technical aspects (bylaws and decision making matrix), as well as the adaptive challenges involved with change.	Develop a cadre of in-district trained facilitators to support individuals and teams with alternatives to formal complaints and grievances related to workplace conflict. Design and Implement an Alternative Dispute Resolution Process to be accessed by employees.

Customer Service	Fails to fulfill the responsibilities identified as basic.	Establishes a cross department working group that will: <ul style="list-style-type: none"> • Refine/Define SPS Customer Service Standards of Practice. • Determine a reasonable baseline of Service Expectation for Schools & District Depts. (this will assist with institutionalizing the standards through practice). • Identify resources available and increased resources needed to implement and sustain the baseline service expectations needed to carry 	<ul style="list-style-type: none"> • Begin to train key staff leaders throughout district on established principles, values and expectations in order for them to be able to guide quality customer service throughout the year in their school or dept. • Begin to implement Standards and Service Expectations throughout District. 	<ul style="list-style-type: none"> • Development of a customer feedback system to provide continuous feedback and improvement in customer service by school and district staff. • Ensure feedback loops are transparent and replicable.
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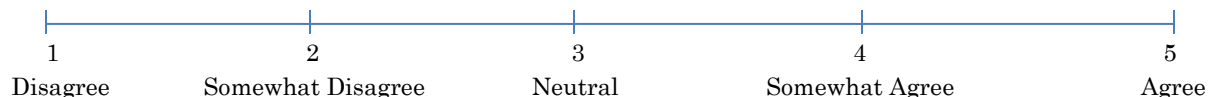


Superintendent Evaluation System		
Professional Practice (one-third)		C. SMART Goals (two-thirds)
A: General	B. Focus	
List of Professional Practice Job Descriptors - Definitions (no rubrics)	Rubric	Rubric
Standard - List of professional practice descriptors remains same each year (from WSSDA job description)	Select 1 descriptor each year from WSSDA job description (perhaps noted on previous year's evaluation)	Develop/Select 3-4 SMART Goals each year (some goals multi-year so carry forward)
Evaluated by survey of Cabinet, Board, SCPTA President, PASS, SEA, lead partners/CBOs; Questions based on job description; Each professional practice job descriptor rated on a 1-5 scale (as measured by survey)	Evaluated on the WSSDA Rubric aligned to Job Description; SMART Goal "Light" - Pick a few elements from the WSSDA rubric on which to focus	Evaluated on the Rubric (community input gathered if within rubric)
Self-Eval conducted at beginning & end	Self-Eval conducted at beginning & end	Self-Eval conducted at beginning & end
Board uses data collected from survey to write narrative, equally weighing Supt/Cabinet feedback with Other feedback		Aligned to a Problem of Practice/Theory of Action/Budget Expectation
		Budgeted (allocation of \$ and/or FTE)
		Aligned to Board Goals; Director Leads established

	Section B implemented starting in 17-18
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DRAFT PROFESSIONAL PRACTICE SURVEY

Please rate the Superintendent on a 1-5 scale on the following essential functions of the Superintendent:



DESCRIPTORS OF ESSENTIAL FUNCTIONS AND RESPONSIBILITIES OF A SUPERINTENDENT

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 that is shared and supported by school and community stakeholders.

Rating: ____

Comments (optional):

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.

Rating: ____

Comments (optional):

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, facilities planning, and resources for a safe, effective, and humane learning environment.

Rating: ____

Comments (optional):

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.

Rating: ____

Comments (optional):

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.

Rating: ____

Comments (optional):

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.

Rating: ____

Comments (optional):

DRAFT

Excerpt from Certificated Superintendent Position Description

JOB TITLE: Superintendent

REPORTS TO: School Board of Directors

JOB OR POSITION SUMMARY: The Superintendent reports directly to the board and holds all executive and administrative authority and responsibility for the effective operation of the schools, excluding those areas of control that are required by statute to be exercised directly by the board or another officer. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

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 that is shared and supported by school and community stakeholders.

- Builds commitment to the district's vision and mission.
- Develops strategies to implement the district's vision.
- Holds board and staff mutually accountable for striving toward the vision.
- Aligns district procedures and practices with the vision.
- Uses the vision as an indicator of progress.

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.

- Advocates for student learning as the district's highest priority.
- Promotes the systematic improvement of curriculum, instruction, and assessment.
- Assures that district policies, practices, and resources support student learning.
- Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.
- Gives a high priority to reducing achievement gaps.
- Focuses evaluation and professional development on the improvement of student learning.
- Implements effective procedures for staff evaluation.
- Develops systematic strategies for using professional development to improve student learning.
- Personally models effective professional development.
- Builds leadership capacity to improve student learning.

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, facilities planning, and resources for a safe, effective, and humane learning environment.

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

- Effectively manages fiscal resources to support instructional improvement and other district goals.
- Strategically manages human resources to support instructional improvement and other district goals.
- Effectively manages key elements of district operations.
- Develops system for assuring that employee performance meets district expectations.
- Ensures long-range facilities planning and maintenance schedules are monitored, and that cost effective strategies are implemented to meet board priorities.
- Develops and implements procedures and practices that ensure the safety and well-being of students.
- Develops and implements procedures and practices that ensure the safety and well-being of employees.
- Develops and implements procedures and practices that ensure an orderly learning environment.
- Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of students and employees.

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.

- Develops two-way communication strategies to reach families, and other individuals, agencies, or community members.
- Develops strategies to involve families and community members in the educational process.
- Develops strategies for constructive resolution of conflicts with families and community members.
- Mobilizes community resources to support district goals.
- Assists board in planning, conducting, and building support for levy and bond campaigns.
- Recognizes and responds to the diversity within the district.
- Capitalizes on the diversity of students and community to improve learning.
- Increases district capacity to positively address cultural tensions or conflicts.
- Works to reduce achievement gaps.
- Identifies and eliminates district policies and practices that have discriminatory effects.

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.

- Models high standards of professional and ethical behavior.
- Interacts respectfully with others.
- Articulates high expectations for ethical and professional behavior of district employees and students.
- Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.

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.

- Gains understanding of the community by interacting with local community members and engaging in community activities.
- Engages with local, state and federal officials in order to protect and promote the interest of children in the district.
- Engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district responses to emerging issues.
- Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.
- Honors board policy.
- Provides the board with timely information.
- Treats all board members fairly, respectfully, and responsibly.
- Provides necessary support for effective board decision-making.
- Builds strong team relationships with the board.

Washington Standards-Based Superintendent Framework

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
<i>A. Builds commitment to the vision and mission.</i>	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
<i>B. Develops strategies to implement the vision.</i>	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
<i>C. Holds board and staff mutually accountable for striving toward the vision.</i>	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 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
<i>D. Aligns district procedures and practices with the vision.</i>	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
<i>E. Uses the vision as an indicator of progress.</i>	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, to communicate results to the board, staff, and community and to formulate 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
<i>A. Advocates for student learning as the district’s highest priority.</i>	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
<i>B. Promotes the systematic improvement of curriculum, instruction, and assessment.</i>	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, 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
<i>C. Assures that district policies, practices, and resources support student learning.</i>	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
<i>D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.</i>	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 sense of urgency for collective mission and efficacy in the improvement of student learning
<i>E. Gives a high priority to reducing achievement gaps.</i>	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 or sustains district-wide commitment to understanding and addressing achievement gaps; demonstrates sustained progress in improving learning

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
<i>A. Focuses evaluation and professional development on the improvement of student learning.</i>	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
<i>B. Implements effective procedures for staff evaluation.</i>	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
<i>C. Develops systematic strategies for using professional development to improve student learning.</i>	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
<i>D. Personally models effective professional development.</i>	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
<i>E. Builds leadership capacity to improve student learning.</i>	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
<i>A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.</i>	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
<i>B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.</i>	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, identifying new sources of funding, and assessing fiscal stability over several years
<i>C. Strategically manages human resources to support instructional improvement and other district goals.</i>	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
<i>D. Effectively manages key elements of district operations.</i>	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
<i>E. Develops system for assuring that employee performance meets district expectations</i>	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
<i>A. Develops and implements procedures and practices that ensure the safety and well-being of students.</i>	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, students, and administrative staff 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)
<i>B. Develops and implements procedures and practices that ensure the safety and well-being of employees.</i>	does not develop and implement procedures and practices that ensure the safety and well-being of employees; does not address incivility in the workplace	develops and implements procedures and practices that address threats to employee safety and well-being (e.g., physical plant safety), and civility in the workplace	involves employees in developing procedures and practices that address threats to their safety and well-being and civility in the workplace	conducts systematic data-based evaluations of the effectiveness of procedures and practice that address threats to employee safety and well-being and civility in the workplace
<i>C. Develops and implements procedures and practices that ensure an orderly learning environment.</i>	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, students, and administrative staff in developing, implementing, and monitoring guidelines and norms for accountable student behavior	regularly conducts data-based evaluations of the effectiveness of policies and practice that govern student behavioral expectations and disciplinary actions
<i>D. Assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.</i>	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, students, and administrative staff 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; systematically reviews and inspires others to review outcomes to make necessary changes

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
<i>A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.</i>	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
<i>B. Develops strategies to involve families and community members in the educational process.</i>	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	sustains or expands a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
<i>C. Develops strategies for constructive resolution of conflicts with families and community members.</i>	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
<i>D. Mobilizes community resources to support district goals.</i>	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	broadly inspires belief that achievement of district goals for the learning and well-being of children is a community-wide responsibility
<i>E. Assists board in planning, conducting, and building understanding of levy and bond measures.</i>	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 develop community engagement strategies that build understanding of levies and bonds	helps board assure that levy and bond measures 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
<i>A. Recognizes and responds to the diversity within the district.</i>	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
<i>B. Capitalizes on the diversity of students and community to improve learning.</i>	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
<i>C. Increases district capacity to positively address cultural tensions or conflicts.</i>	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 or sustains a climate in which members of the school community can constructively discuss and examine their own views on diversity
<i>D. Works to reduce achievement gaps.</i>	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
<i>E. Identifies and eliminates district policies and practices that have discriminatory effects.</i>	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

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	Does not meet standard	Meets expectation of standard		
<i>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.</i>	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
<i>B. Interacts respectfully with others.</i>	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
<i>C. Articulates high expectations for ethical and professional behavior of district employees.</i>	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
<i>D. Examines district procedures and practices for possible violations of fairness, social justice, and human dignity.</i>	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

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
<i>A. Gains understanding of the community by interacting with local community members and engaging in community activities.</i>	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
<i>B. Engages with local, state and federal officials in order to protect and promote the interests of children in the district.</i>	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
<i>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.</i>	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

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
<i>A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.</i>	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
<i>B. Honors board policy.</i>	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
<i>C. Provides the board with timely information.</i>	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
<i>D. Treats all board members fairly, respectfully, and responsibly</i>	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
<i>E. Provides necessary support for effective board decision-making</i>	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
<i>F. Builds strong team relationships with the board</i>	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

(Superintendent Evaluation Framework V7.0d(gc).docx/Revised August 22, 2013)

School Board Briefing/Proposed Action Report

Informational (no action required by Board) **Action Report** (Board will be required to take action)



DATE: September 30, 2016
FROM: Executive Committee of the Board
LEAD STAFF: Superintendent Larry Nyland

I. TITLE

Approval of the Board’s Governance Priorities and Superintendent’s Evaluation tools for 16-17 (Instrument and SMART Goals/Accompanying Rubrics)

For Introduction: October 12, 2016
For Action: November 2, 2016

II. WHY BOARD ACTION IS NECESSARY

Per Board Policy No. 1630, Evaluation of the Superintendent, the Board establishes the evaluative criteria for evaluating the performance of the Superintendent. Therefore, Board action is required to adopt the evaluation instrument, SMART goals, and accompanying rubrics for 2016-17.

III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this motion is N/A. However, there is a financial impact to the implementation of the 16-17 Superintendent SMART Goals. The Board funded an initial \$2M for the anticipated goals in June 2016 from unused one-time funds. At the September 2016 Board Retreat, the Board approved an additional \$2M for the 16-17 SMART goals. Achievement of several of the elements on the rubric remain budget dependent.

The revenue source for this motion is N/A .
Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

Per Policy No. 1630, the Board establishes the evaluative criteria and evaluates the performance of the Superintendent.

Per Policy No. 1640, Responsibilities & Authority of the Superintendent, the Superintendent is accountable to the Board.

V. RECOMMENDED MOTION

I move that the Board:

- 1) Approve the 2016-17 Board Governance Priorities:
 - a. Eliminate the Opportunity Gap
 - b. Improve Systems & Supports
 - c. Create Culturally Inclusive School, Family & Community Engagement;
- 2) Approve the Superintendent SMART goals and accompanying rubrics for 2016-17, as attached to the Board Action Report; and

- 3) Approve the 2016-17 Superintendent Evaluation Instrument, as attached to the Board Action Report.

VI. BOARD COMMITTEE RECOMMENDATION

The Superintendent SMART Goals and budget were discussed at several meetings: March 12, 2016 Board Retreat, May 24, 2016 Work Session, June 4, 2016 Board Retreat, June 15, 2016 Work Session, June 29, 2016 Work Session, June 30, 2016 Work session, and September 10, 2016 Board Retreat.

This motion was originally reviewed at the Executive Committee on September 8, 2016. On September 8, 2016, the Executive Committee moved the item forward to the full Board for consideration pending the discussion at the September 10, 2016 Board Retreat. Because additional revisions were requested at the Retreat, the revised documents were brought back to the Executive Committee on October 6, 2016. The revised documents and additional document were reviewed and the Committee moved the item forward to the full Board for consideration.

VII. BACKGROUND INFORMATION

The goal of selecting governance priorities and SMART Goals is to maintain the Board and staff focus on a few, high-priority and high-impact goals, focused on student achievement, and aligned to the Board-adopted 2013-18 Strategic Plan. Staff will build out the timeline for and implement the projects and initiatives needed to successfully achieve the priorities and goals. While urgent issues will be addressed as they arise throughout the year, in order to maintain momentum on the selected priorities and goals, new large initiatives will need to be considered for the 2017-18 school year.

Seattle Public Schools is in the process of creating a rigorous Superintendent evaluation process. In 2013-14, the Board and Superintendent consulted with the Washington State School Directors' Association (WSSDA) to revise the evaluation process by creating rigorous goals and measurement rubrics aligned with the Strategic Plan. The 2016-17 Board Governance Priorities and Superintendent Evaluation SMART Goals are established in alignment with the district's Strategic Plan and continue to build on that work.

Policy Nos. 1630 and 1640 govern the Evaluation of the Superintendent and the Responsibilities & Authority of the Superintendent, respectively. In order to evaluate the Superintendent using a fair process, the discussion of the 2016-17 goals and evaluation tools began earlier this year. They are being brought before the Board for approval in October so the Superintendent knows the expectations of the Board and has until May 31, 2017 to make progress on the goals.

The proposed evaluation instrument contains four overarching goals. The first three are aligned to the district's three Strategic Plan goals. The fourth is tied to the Superintendent's professional practice and core competencies. While each overarching goal within the instrument contains several indicators, if an indicator is shaded, a SMART goal and an accompanying rubric have been developed for it. The 2016-17 SMART goals and accompanying rubrics will be the focus of the June 2017 annual evaluation of the Superintendent.

Please see the attached graphic organizer that describes how the District's goals align at each level: Strategic Plan Goals – Board Governance Priorities – Superintendent SMART Goals.

VIII. STATEMENT OF ISSUE

Whether to adopt the 2016-17 Board Governance Priorities and the Superintendent's Evaluation tools, including the instrument, SMART goals and accompanying rubrics.

IX. ALTERNATIVES

Not applicable.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

The Washington State School Directors' Association (WSSDA) consulted with the Board on amending the evaluation process and instruments in 2013-14. This motion builds upon that work.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

The SMART goals and rubrics will be used to evaluate the Superintendent in June 2017. This is an intentional timing shift, as previous evaluations occurred in November. Moving forward, the Superintendent's annual evaluation will occur in June of each year. Check-ins on progress on the SMART goals will occur in December 2016 and March 2017.

XII. ATTACHMENTS

- 2016-17 Superintendent Evaluation SMART Goals & Rubrics (for approval)
- 2016-17 Superintendent Evaluation Instrument (for approval)
- 2016-17 Graphic Organizer of District Goals (for reference)