

South Coast Education Service District



Superintendent Evaluation Process

TABLE OF CONTENTS

Goal of the Evaluation Process	2
Professional Growth Plan Timeline	3
Evaluation Process	4
Self-Evaluation Tool	6
Superintendent Rubric	9
Superintendent Summative Evaluation	25

GOAL OF THE EVALUATION PROCESS

SCESD is committed to creating a transparent, collaborative and trusting relationship with our ESD staff and component districts. We will constantly strive to create a work environment that is efficient, promotes collective problem solving and honors and respects all people we serve. We are dedicated to developing open communication pathways with all of our partners, aligning our goals and organizational systems and working as a team to meet the needs of our stakeholders.

The goal of the evaluation process is to create an environment in which the Superintendent can realize personal satisfaction and fulfillment while working to accomplish the mission and goals of SCESD.

The goal of the evaluation process is to:

1. Assist the Superintendent to develop and strengthen their professional abilities.
2. Foster a reciprocal professional growth relationship between ESD Staff, Component Districts and the Board that cultivates a shared organizational vision and development of research based practices.
3. Improve the organization as a whole, programs and services.
4. Improve the management of the ESD.

As an organization, we understand that we share in the responsibility for our own professional growth and performance. We believe that in order to make consistent and relevant progress we must have detailed evaluation procedures, explicit rubric expectations and a system to hold ourselves accountable as individuals and as a whole board.

SUPERINTENDENT
PROFESSIONAL GROWTH PLAN TIMELINE

ACTIVITY	TIME FOR COMPLETION
Board Chair sets Superintendent Evaluation Committee	Completed by August 31
Superintendent completes <i>Superintendent Self-Assessment Rubric</i>	Completed by September 30
Initial Professional Growth Plan Conference with Superintendent and evaluation subcommittee to include: <ul style="list-style-type: none"> • Review of job description, • Review of self-assessment of Leader/Superintendent Rubric • Development of Professional Growth Plan, including goals and activities. 	Completed by October 31 New Superintendents will complete this activity within ten weeks from the first day of work
Mid-Year Professional Growth Plan Review Conference with Superintendent and evaluation subcommittee to include: <ul style="list-style-type: none"> • Review of progress toward Professional Growth Plan. • Discussion of, including but not limited to, professional development, observations, program improvement efforts. 	Completed between December and January Discuss with full board by January 30
Superintendent completes <i>End of Year Self-Reflection Form</i> and provide other evidence of professional practices to be considered in summative evaluation and submits to supervisor.	Probationary Superintendent: Full board will review prior to February 1 Board Evaluation Tools turned into Executive Secretary by April 30 Contract Superintendent: Full board will review prior to June 30
Completion of summative evaluation process, including End of Year Professional Growth conference between Superintendent Board Sub- Committee.	Probationary Superintendent: Prior to March 30 Contract Superintendent: Prior to June 30

EVALUATION PROCEDURES

A priority of the South Coast Education Service District is to have a progressive, competent that embodies professionalism and is actively engaged at all levels of the organization. In order to meet this priority, individual board members will be evaluated in accordance with a well-defined set of goals and expectations on an annual basis (See Board Goal/Evaluation timeline attached).

The goals are in the following areas:

- Leadership
- Policy and Governance
- Communications and Community Relations
- Organizational Management
- Human Resources Management
- Labor Relations
- Values and Ethics

Evaluation Scale

The performance of the Superintendent will be rated on a four-point scale; Exemplary (4 points), Proficient (3 points), Basic (2 points) and Does Not Meet Standards (1 point).

4-Exemplary

The Superintendent consistently exceeds expectations for good performance; demonstrates highly effective practices and impact on student learning; and continually expands expertise through professional learning and leadership opportunities. “Consistently,” and “continually” are words commonly used when describing the Superintendent’s performance at this level.

3-Proficient

The Superintendent clearly understands the concepts and underlying components of the standard and implements it well. “Regularly,” “independently,” and the “majority of the time” are words used to describe the Superintendent’s performance at this level.

2-Basic

The Superintendent appears to understand the concepts and underlying components of the standard and attempts to implement the elements. Implementation is sporadic, intermittent or otherwise no entirely successful. The Superintendent performance is inconsistent and improvement is likely to come with experiences “Inconsistently,” “sometime,” and “at times” are commonly used to describe the Superintendent’s performance at this level.

1-Does Not Meet

The Superintendent does not demonstrate an understanding of the concepts underlying the standards. Working in the fundamental practices associated with the elements of the standards. “Seldom,” or “rarely” are often used to describe the Superintendent’s performance at this level.

EVALUATION PROCEDURES

Evaluation Process

Step 1: The Superintendent will set goals each year and collaborate with the board appointed evaluation team.

Step 2: The Superintendent will complete a self-assessment.

Step 3: The Superintendent will utilize the results of the self-assessment to:

- Understand where their skills fall on the rubric
- Determine what areas they need to concentrate on for growth during the evaluation year
- Determine what areas that they need to obtain professional development to increase skills.

Step 4: Work on the growth items that the Superintendent and the board evaluation team agree upon.

Step 5: Complete the end of the year evaluation.

Step 6: Option 360

1.

2.

3.

4.

SELF— ASSESSMENT: SUPERINTENDENT

Name: _____

Self-Evaluation Procedures

Complete the self-assessment by reading the rubric for the domain and scoring yourself in each sub domain.

Please note that specific comments should be included to warrant the given point allocation. Points of constructive feedback to improve within the goal areas are also requested.

Key:				4=Exemplary	3=Proficient	2=Basic	1=Does Not Meet Standard
Domain 1				Leadership			
4	3	2	1				
				1A Facilitate a regional process to develop and implement shared vision that focuses on improving programs and services in four core areas:			
				1B Identify areas of potential efficiencies through regionalization of services			
				1C Promote activities that will create and enhance professional learning communities.			
				1D Create and support a community of learners that empowers others to reach high levels of performance to achieve the vision of the educational enterprise.			
				1E Model learning for staff, students, parents and community members.			
				1F Promote understanding and celebrating school/community culture.			
				1G Promote and expect intergenerational climate of tolerance, acceptance and civility.			
				1H Develop, implement, promote and monitor continuous improvement processes.			
				1I Serve as a liaison between component districts, local, regional and state agencies, enhancing the understanding of the role of the ESD as a business serving component school districts.			

Domain 2				Policy and Governance			
4	3	2	1				
				2A Understand and articulate the system of governance and differentiate between policy making and administrative roles.			
				2B Establish procedures for Superintendent/Board interpersonal and working relationships.			
				2C Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to the ESD, local districts and schools.			
				2D Use legal counsel in governance and procedures to avoid civil and criminal liabilities.			

Domain 3				Communication and Community Relations
4	3	2	1	
				3A Develop formal and informal techniques to gain external perceptions of the ESD.
				3B Demonstrate effective communication skills (written, verbal and non-verbal context, formal and informal settings, large and small group and one-on-one environments).
				3C Promote involvement of all stakeholders to fully participate in the process of service provision.
				3D Establish effective relations with our component districts, business partners and stakeholders.
				3E Understand the role of media in shaping and forming opinions as well as how to work with the media.
				3F Effectively communicate the role of the ESD as a business serving component school districts.

Domain 4				Organizational Management
4	3	2	1	
				4A Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.
				4B Develop and monitor long range plans for district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.
				4C Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs.
				4D Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

Domain 5				Human Resources Management
4	3	2	1	
				5A Demonstrate use of a system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.
				5B Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.
				5C Provide for effective management of distributed staff in diverse satellite locations.

Domain 6				Labor Relations
4	3	2	1	
				6A Develop bargaining strategies based upon collective bargaining laws and processes.
				6B Identify contract language issues and propose modifications.
				6C Participate in the collective bargaining processes as appropriate.
				6D Establish productive relationships with bargaining groups while managing contracts effectively.

Domain 7				Values and Ethics
4	3	2	1	
				7A Exhibit understanding and sensitivity to others and practice cultural competence.
				7B Promote role of adequacy and equity.
				7C Manifest a professional code of ethics and demonstrate personal integrity.
				7D Model accepted moral and ethical standards in all interactions.
				7E Explore and develop ways to find common ground in dealing with difficult and divisive issues.
				7F Promote the value that moral and ethical practices are established and practiced in programs and services throughout the region.

SCESD Superintendent Rubric

Domain 1: Leadership

This standard stresses the Superintendent’s performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Leadership	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>1A Facilitate a regional process to develop and implement shared vision that focuses on improving programs and services in four core areas.</p>	<p>Develop and engage all partners in a planned, transparent, consensus driven LSP process that reflects district/ESD financial, cultural, service needs. The LSP document is understandable, is timely and follows relevant laws. Superintendent uses creative approaches to deal with concerns.</p>	<p>Develop and engage all partners in a planned, consensus driven LSP process that reflects district/ESD financial, cultural, service needs. The LSP document is understandable, is timely and follows relevant laws.</p>	<p>Completes the LSP process but there is little evidence that district/ESD financial, cultural, service needs were considered. The LSP document is somewhat unclear but is timely and follows relevant laws.</p>	<p>Completes the LSP process but there is no evidence that district/ESD financial, cultural, service needs were considered. The LSP document is unclear, timelines were not followed and relevant laws were not addressed completely.</p>
<p>1B Identify areas of potential efficiencies through regionalization of services (ORS 334.175(1) f).</p>	<p>Identifies potential efficiencies and develops at least three or more new programs/workgroups to realize the efficiencies in core areas.</p>	<p>Identifies potential efficiencies and develops at least two new programs/workgroups to realize the efficiencies in core areas.</p>	<p>Identifies potential efficiencies and develops less than two new programs/workgroups to realize the efficiencies in core areas.</p>	<p>Identifies no potential efficiencies and does not develop any programs/workgroups to realize the efficiencies in core areas.</p>
<p>1C Promote activities that will create and enhance professional learning communities.</p>	<p>Understands the concepts of PLCs, develop and provide opportunities for PLC meetings at the ESD and/or District. Superintendent is able to train and facilitate PLC meetings.</p>	<p>Understands the concepts of PLCs, develop and provide opportunities for PLC meetings at the ESD and/or District.</p>	<p>Develop and provide opportunities for PLC meetings at the ESD and/or District.</p>	<p>Does not understand the concepts of PLCs, does not develop or provide opportunities for PLC meetings at the ESD and/or District.</p>

SCESD Superintendent Rubric

Domain 1: Leadership

This standard stresses the Superintendent’s performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Leadership	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>1D Create and support a community of learners that empowers others to reach high levels of performance to achieve the vision of the educational enterprise.</p>	<p>Understands the professional development needs of the organization, develop/provides more than ten opportunities for professional development for a variety of internal and external professionals that provide for the unmet needs of the district, students and the community.</p>	<p>Understands the professional development needs of the organization, develop/provides at least ten opportunities for professional development for a variety of internal and external professionals that provide for the unmet needs of the district, students and the community.</p>	<p>Partially understands the professional development needs of the organization, develop/provides less than ten opportunities for professional development for a variety of internal and external professionals that provide for the unmet needs of the district, students and the</p>	<p>When requested develops/provide less than five opportunities for professional development for internal and external professionals.</p>
<p>1E Model learning for staff, students, parents and community members.</p>	<p>Participates in continuing education opportunities, and state and local trainings and integrates learning into practices. Consistently seeks learning opportunities to enhance organizational and personal practices.</p>	<p>Participates in continuing education opportunities, and state and local trainings and integrates learning into practices.</p>	<p>Occasionally participates in continuing education opportunities, and state and local trainings and occasionally integrates learning into practices.</p>	<p>Rarely participates in continuing education opportunities, and state and local trainings and rarely integrates learning into practices.</p>
<p>1F Promote understanding and celebrating school/community culture.</p>	<p>Develop mechanisms to interact with partners to gain understanding of the culture. Is open to learning about needs and making changes based on information learned. Provides multiple opportunities to celebrate the organizational culture. Evaluates, reflects and takes action on trends.</p>	<p>Develop mechanisms to interact with partners to gain understanding of the culture. Is open to learning about needs and making changes based on information learned. Provides opportunities to celebrate the organizational culture.</p>	<p>When approached will interact with partners regarding information on organizational culture. Rarely takes action on information learned. Occasionally provides opportunities to celebrate the organizational culture.</p>	<p>When approached will occasionally interact with partners regarding information on organizational culture. Does not take action on information learned. Rarely provides opportunities to celebrate the organizational culture.</p>

SCESD Superintendent Rubric

Domain 1: Leadership

This standard stresses the Superintendent’s performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

Leadership	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>1G Promote and expect intergenerational climate of tolerance, acceptance and civility.</p>	<p>Model tolerance, acceptance and civility in all actions. Create a climate that expects these interactions amongst staff and all partners. Provide opportunities to learn about and practice tolerance, acceptance and civility. Develop, monitor and evaluate a program that teaches the expected traits.</p>	<p>Model tolerance, acceptance and civility in all actions. Create a climate that expects these interactions amongst staff and all partners. Provide opportunities to learn about and practice tolerance, acceptance and civility.</p>	<p>Has lapses in tolerance, acceptance and civility in actions. Inconsistently provides a climate that expects these interactions amongst staff and all partners. Occasionally provide opportunities to learn about and practice tolerance, acceptance and civility.</p>	<p>Does not practice tolerance, acceptance and civility in actions. Does not promote a climate that expects these interactions amongst staff and all partners. Rarely if at all provides opportunities to learn about and practice tolerance, acceptance and civility.</p>
<p>1H Develop, implement, promote and monitor continuous improvement processes.</p>	<p>Understand needs of the organization using data, engage partners in evaluation/needs development process, create and/or monitor the CIP with related goals and outcomes. Determine when interventions need to be implemented/when CIP needs to be modified. Present findings and needs to partners as necessary.</p>	<p>Understand needs of the organization using data, create and/or monitor the CIP with related goals and outcomes. Determine when interventions need to be implemented/when CIP needs to be modified.</p>	<p>Implements/monitors the existing CIP, occasionally uses data to drive decision making on adjustment of goals. Rarely implements necessary interventions.</p>	<p>Does not implement or monitor CIP. Does not use data to evaluate effectiveness of goals. Does not implement necessary interventions.</p>
<p>1I Serve as a liaison between component districts, local, regional and state agencies, enhancing the understanding of the role of the ESD as a business serving component school districts.</p>	<p>Understands and effectively communicates the role of the ESD. Superintendent seeks out and engages as a partner in projects/teams outside of the ESD. Takes the lead on facilitating state and local work groups. Bring together groups/provide opportunities for multidisciplinary teams to work on collaborative projects.</p>	<p>Understands and effectively communicates the role of the ESD. Superintendent seeks out and engages as a partner in projects/teams outside of the ESD. Bring together groups/provide opportunities for multidisciplinary teams to work on collaborative projects.</p>	<p>Understands but rarely takes the opportunity to effectively communicate the role of the ESD. Superintendent occasionally participates in projects/teams outside of the ESD. Rarely brings together groups/provide opportunities for multidisciplinary teams to work on collaborative projects.</p>	<p>Has lapses in understanding the role of the ESD and does not communicate it effectively. Superintendent rarely if at all participates in projects/teams outside of the ESD. Does not bring together groups/provide opportunities for multidisciplinary teams to work on collaborative</p>

SCESD Superintendent Rubric

Domain 2: Policy and Governance

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board, and demonstrating effective governance to staff and the community at large.

Policy & Governance	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
2A Understand and articulate the system of governance and differentiate between policy making and administrative roles.	Understand and can communicate to others the difference between governance and policy. Properly carries out roles. Creates systems and procedures to ensure that roles are understood and carried out effectively. Supports others in utilizing roles effectively.	Understand and can communicate to others the difference between governance and policy. Properly carries out roles. Supports others in utilizing roles effectively.	Understands but struggles to communicate the difference between governance and policy. Has occasional lapses in carrying out roles.	Needs assistance in understanding the difference between governance and policy. Has frequent lapses in carrying out roles.
2B Establish procedures for Superintendent/Board interpersonal and working relationships.	Assists in the development of and adheres to the working agreements between the Board and the Superintendent. Enhances the agreement by sharing laws, best practices and past experiences. Works with board leadership to address areas of concern in working relationships.	Assists in the development of and adheres to the working agreements between the Board and the Superintendent. Works with board leadership to address areas of concern in working relationships.	Participates in the development of and has occasional lapses in adhering to the working agreements between the Board and the Superintendent. Occasionally works with board leadership to address areas of concern in working relationships.	Does not participate in the development of and has frequent lapses in adhering to the working agreements between the Board and the Superintendent. Does not work with board leadership to address areas of concern in working relationships.
2C Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to the ESD, local districts and schools.	Reads about, stays current on and communicates relevant policies to partners. Acts as a liaison between partners. Provides implementation training, support tools for policies as needed.	Reads about, stays current on and communicates relevant policies to partners. Acts as a liaison between partners.	Occasionally reads about, stays current on and communicates relevant policies to partners. Occasionally acts as a liaison between partners.	Does not read about, stay current on and communicate relevant policies to partners. Does not acts as a liaison between partners.

SCESD Superintendent Rubric

Domain 2: Policy and Governance

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board, and demonstrating effective governance to staff and the community at large.

<p>2D Use legal counsel in governance and procedures to avoid civil and criminal liabilities.</p>	<p>Recognizes and respects the need for legal counsel and activates their use appropriately to avoid liabilities. When feasible and appropriate, proactively utilizes services to approach potential legal situations constructively to reduce liability and increase the likelihood of a successful outcome for all parties.</p>	<p>Recognizes and respects the need for legal counsel and activates their use appropriately to avoid liabilities. Uses legal counsel to address issues after tort, or filing has been lodged</p>	<p>Occasionally has lapses in determining when legal counsel needs to be activated. Uses legal counsel to address issues after tort, or filing has been lodged.</p>	<p>Does not know when to contract legal counsel. Attempts to solve issues that need legal counsel independently.</p>
----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------

SCESD Superintendent Rubric

Domain 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

Communications and Community Relations	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>3A Develop formal and informal techniques to gain external perceptions of the ESD.</p>	<p>Develop systems for two way communication with external partners. Established positive relationships and maintains open dialogue with partners Develops/Monitors a long range communication plan to address external relationships and communicate those needs to external partners.</p>	<p>Develop systems for two way communication with external partners. Established positive relationships and maintains open dialogue with partners.</p>	<p>When approached will interact with external partners and engage in open dialogue. Rarely reaches out to develop new relationships or maintain existing relationships.</p>	<p>Does not interact with external partners or reach out to develop/maintain relationships.</p>
<p>3B Demonstrate effective communication skills (written, verbal and non-verbal context, formal and informal settings, large and small group and one-on-one environments).</p>	<p>Effectively communicates in all formats or group sizes. Clarity of verbal, written and technological communications are appropriate for position. Messages are appropriate and effective for the audience. Communications consistently attain the intended outcome. Superintendent's choice of communication tool enhances the communication and increases likelihood of a successful outcome.</p>	<p>Effectively communicates in all formats or group sizes. Clarity of verbal, written and technological communications are appropriate for position. Messages are appropriate and effective for the audience. Communications consistently attain the intended outcome.</p>	<p>Effectively communicates in some but not all formats or group sizes. There are lapses in clarity of verbal, written and technological communications are appropriate for position. There are lapses in the appropriateness of messages for the audience. Communications inconsistently attain the intended outcome.</p>	<p>Communications are not effective. There are frequent lapses in clarity of verbal, written and technological communications appropriate for position. There are frequent lapses in the appropriateness of messages for the audience. Communications do not attain the intended outcome.</p>

SCESD Superintendent Rubric

Domain 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

<p>3C Promote involvement of all stakeholders to fully participate in the process of service provision.</p>	<p>Develop pathways, systems and accountability expectations to ensure that stakeholders are engaged in the development, monitoring and evaluation of program effectiveness. Ensures that stakeholders are involved in service provision. Analyze services system-wide, present information to stakeholders and develop a plan to address needs.</p>	<p>Develop pathways, systems and accountability expectations to ensure that stakeholders are engaged in the development, monitoring and evaluation of program effectiveness. Ensures that stakeholders are involved in service provision.</p>	<p>Has an expectation that stakeholders are involved in service provision but does not ensure that it is regularly occurring in all programs.</p>	<p>Does not have an expectation that stakeholders are involved in service provision and does not ensure that it is regularly occurring in all programs</p>
<p>3D Establish effective relations with our component districts, business partners and stakeholders.</p>	<p>Develops pathways to provide transparent, frank communications to component school districts, willingness to listen respond to needs meet regularly with district as individuals and groups.</p>	<p>Provide transparent, frank communications to component school districts, willingness to listen respond to needs meet regularly with district as individuals and groups.</p>	<p>Occasionally provides transparent, frank communications to component school districts, willingness to listen respond to needs meet regularly with district as individuals and groups.</p>	<p>Does not provide transparent, frank communications to component school districts, willingness to listen respond to needs meet regularly with district as individuals and groups.</p>

SCESD Superintendent Rubric

Domain 3: Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

<p>3E Understand the role of media in shaping and forming opinions as well as how to work with the media.</p>	<p>Understands and can communicate the role of media and education. Establishes a productive relationship with media, contacts and uses them as relevant. Uses media effectively to promote education and the ESD as an organization. Reaches out to media for pro-active stories more than three times a year.</p>	<p>Understands the role of and establishes a productive relationship with media, contacts and uses them as relevant. Uses media effectively to promote education and the ESD as an organization. Reaches out to media for pro-active stories at least two to three times a year.</p>	<p>Has a cursory relationship with the media. Occasionally uses media when relevant. Occasionally, uses media to promote education and the ESD as an organization. Reaches out to media for pro- active stories at least one time a year.</p>	<p>Does not have a productive relationship with media, Does not use media effectively to promote education and the ESD as organization. Does not reach out to media for pro-active stories.</p>
<p>3F Effectively communicate the role of the ESD as a business serving component school districts.</p>	<p>Develops documents and presentations to clearly articulate the role of the ESD. Presents the role four or more times a year to a variety of audiences.</p>	<p>Develops documents and presentations to clearly articulate the role of the ESD. Presents the role two to three times a year to a variety of audiences.</p>	<p>Uses existing documents to provide presentations about the role of the ESD. Presentation are presented adequately and observers are not completely clear on the role of the ESD after the presentation. Presents the role at least one time a year.</p>	<p>Does not present the role of the ESD to others.</p>

SCESD Superintendent Rubric

Domain 4: Organizational Management

This standard requires skills the Superintendent to gather and analyze data for decision making and for making recommendations to the Board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Organizational Management	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>4A Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.</p>	<p>Understands and can explain to others the budget process. Develop and monitors a sustainable long range plan to include overhead programs. Reviews and understands budget data, uses knowledge to develop plans to address needs and determines steps to implement changes as needed. Engages appropriate partners in understanding needs, developing efficiencies and monitoring systems.</p>	<p>Understands and can explain to others the budget process. Develop and monitor a sustainable long range plan to include overhead programs. Reviews and understands budget data, uses knowledge to develop plans to address needs and determines steps to implement changes as needed.</p>	<p>Understands but struggles to explain to others the budget process. Does not use long range plan to monitor overhead programs. Occasionally uses budget data to develop plans to address needs and determine steps to implement changes as needed.</p>	<p>Does not understand or explain the budget process. Does not use long range plan to monitor overhead programs. Does not use budget data to develop plans to address needs and determine steps to implement changes as needed.</p>
<p>4B Develop and monitor long range plans for district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.</p>	<p>Develops and monitors long range plan on technology. Ensures that a variety of appropriate data sets on technology are developed and uses that data to assist the district in making decisions about technology systems management and purchasing. Engages appropriate partners in understanding needs, developing efficiencies and monitoring technology systems.</p>	<p>Develops and monitors long range plan on technology. Ensures that a variety of appropriate data sets on technology are developed and uses that data to assist the district in making decisions about technology systems management and purchasing.</p>	<p>Does not develop and monitor long range plan on technology. Does not ensure that a variety of appropriate data sets on technology are developed and occasionally uses existing data to assist the district in making decisions about technology systems management and purchasing.</p>	<p>Does not develop and monitor long range plan on technology. Does not ensure that a variety of appropriate data sets on technology are developed and does not use existing data to assist the district in making decisions about technology systems management and purchasing.</p>

SCESD Superintendent Rubric

Domain 4: Organizational Management

This standard requires skills the Superintendent to gather and analyze data for decision making and for making recommendations to the Board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

<p>4C Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs.</p>	<p>Develops and monitors a long range plan to articulate facility needs and engages in a process to plan for long range facility improvements. Understands and can communicate facility needs. Obtains and uses resources effectively to address facility needs.</p>	<p>Understands and can communicate current facility needs. Addresses needs within the confines of the budget based on priorities.</p>	<p>Knows that there are current facility needs but does not have a complete understanding of the needs. Occasionally addresses needs within the confines of the budget based on priorities.</p>	<p>Knows that there are facility needs but does not have a complete understanding of needs. Does not address needs within the confines of the budget based on priorities.</p>
<p>4D Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.</p>	<p>Knows and is able to utilize established procedures for emergencies. Ensures that staff understand emergency systems and can follow those systems to limit safety issues. Continuously monitors and adjusts safety procedures as needed.</p>	<p>Knows and is able to utilize established procedures for emergencies. Ensures that staff understand emergency systems and can follow those systems to limit safety issues.</p>	<p>Is aware of some but not all established procedures for emergencies and is able to utilize those procedures. Occasionally ensures that staff understand emergency systems and can follow those systems to limit safety issues.</p>	<p>Is not aware of established procedures for emergencies and as a result is unable to utilize those procedures. Does not ensure that staff understand emergency systems and can follow those systems to limit safety issues.</p>

SCESD Superintendent Rubric

Domain 5: Human Resources Management

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Human Resources Management	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>5A Demonstrate use of a system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.</p>	<p>Develops district-wide system to obtain pertinent evaluation data that informs career growth and professional development needs of staff. Engages partners in evaluation of data, develops plans surrounding needs. Uses data to develop, monitor and adjust policies and procedures related to evaluation, career growth and professional development.</p>	<p>Uses data to develop, monitor and adjust policies and procedures related to evaluation, career growth and professional development.</p>	<p>Occasionally uses data to develop, monitor and adjust policies and procedures related to evaluation, career growth and professional development.</p>	<p>Does not use data to develop, monitor and adjust policies and procedures related to evaluation, career growth and professional development.</p>
<p>5B Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.</p>	<p>Utilizes organizational systems to consistently conduct the hiring process with respect for sustainability, equity, and compensation. Reviews policies/systems for compliance and makes adjustments to systems as needed to ensure conformity and adherence to equity/diversity standards. Engages others in reviewing and adjusting policies and procedures as needed.</p>	<p>Utilizes organizational systems to consistently conduct the hiring process with respect for sustainability, equity, and compensation. Reviews policies/systems for compliance and makes adjustments to systems as needed to ensure conformity and adherence to equity/diversity standards.</p>	<p>Inconsistently utilizes organizational systems to consistently conduct the hiring process with respect for sustainability, equity, and compensation. Rarely reviews policies/systems for compliance and makes adjustments to systems as needed to ensure conformity and adherence to equity/diversity standards.</p>	<p>Does not utilize organizational systems to consistently conduct the hiring process with respect for sustainability, equity, and compensation. Does not review policies/systems for compliance and makes adjustments to systems as needed to ensure conformity and adherence to equity/diversity standards.</p>

SCESD Superintendent Rubric

Domain 5: Human Resources Management

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

<p>5C Provide for effective management of distributed staff in diverse satellite locations.</p>	<p>Provides mentorship, coaching and supports managers in completing assigned tasks. Effectively uses evaluation process to address professional development and learning needs. Works with manager to address areas of weakness. Uses directives, plans of assistance and discipline when needed. Analyze and assign programs and tasks with respect for administrators skill set and balance work load to position expectations.</p>	<p>Provides mentorship, coaching and supports managers in completing assigned tasks. Effectively uses evaluation process to address professional development and learning needs. Analyze and assign programs and tasks with respect for administrators skill set and balance work load to position expectations.</p>	<p>Occasionally or unequally provides mentorship, coaching and supports managers in completing assigned tasks. Does not effectively use evaluation process to address professional development and learning needs. Occasionally analyzes and assigns programs and tasks with respect for administrators skill set and balance work load to position expectations.</p>	<p>Rarely provides mentorship, coaching and supports managers in completing assigned tasks. Does not effectively use evaluation process to address professional development and learning needs. Does not analyze and assign programs and tasks with respect for administrators skill set and balance work load to position expectations.</p>
--------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SCESD Superintendent Rubric

Domain 6: Labor Relations

This performance standard requires the Superintendent to provide technical advice to the Board during labor negotiations, and/or to keep the Board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Labor Relations	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
<p>6A Develop bargaining strategies based upon collective bargaining laws and processes.</p>	<p>Work collaboratively with the board to identify areas of need in the contract, develop timelines and strategies for negotiations. Provide documents, experts and prepares materials for the board as needed and presents to board when asked.</p>	<p>Work collaboratively with the board to identify areas of need in the contract, develop timelines and strategies for negotiations.</p>	<p>Occasionally works collaboratively with the board to identify areas of need in the contract, develop timelines and strategies for negotiations.</p>	<p>Does not work collaboratively with the board to identify areas of need in the contract, develop timelines and strategies for negotiations.</p>
<p>6B Identify contract language issues and propose modifications.</p>	<p>Use MOU's, laws and language concerns during the contract year to suggest potential modifications to the negotiations team. Explains impacts of potential language changes as well as potential long range contract needs.</p>	<p>Use MOU's, laws and language concerns during the contract year to suggest potential modifications to the negotiations team.</p>	<p>Occasionally uses MOU's, laws and language concerns during the contract year to suggest potential modifications to the negotiations team.</p>	<p>Does not use MOU's, laws and language concerns during the contract year to suggest potential modifications to the negotiations team.</p>

SCESD Superintendent Rubric

Domain 6: Labor Relations

This performance standard requires the Superintendent to provide technical advice to the Board during labor negotiations, and/or to keep the Board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

<p>6C Participate in the collective bargaining processes as appropriate.</p>	<p>Participates in all meetings for the collective bargaining process as appropriate. Is prepared and supports the team during meetings. Provides insight into organizational matters relating to the collective bargaining agreement, shares impact of potential changes in the contract.</p>	<p>Participates in all meetings for the collective bargaining process as appropriate. Is prepared and supports the team during meetings.</p>	<p>Participates in some of the meetings for the collective bargaining process as appropriate. Is not fully prepared and cannot fully support the team during meetings.</p>	<p>Participates in a few if any of the meetings for the collective bargaining process as appropriate. Is not prepared and is not able to support the team during meetings.</p>
<p>6D Establish productive relationships with bargaining groups while managing contracts effectively.</p>	<p>Work pro-actively with the union and administrative leadership to identify potential concerns. Develop MOU's to address anomalies and establish agreements that don't set negative precedent.</p> <p>Establishes and participates in union problem solving meetings to create positive, cooperative relationships, attempts to understand all sides of the concerns and attempts to solve problems before they become contract issues.</p>	<p>Establishes and participates in union problem solving meetings to create positive, cooperative relationships, attempts to understand all sides of the concerns and attempts to solve problems before they become contract issues.</p>	<p>Occasionally participates in union problem solving meetings to create positive, cooperative relationships, attempts to understand all sides of the concerns and attempts to solve problems before they become contract issues.</p>	<p>Does not participate in union problem solving meetings to create positive, cooperative relationships, attempts to understand all sides of the concerns and attempts to solve problems before they become contract issues.</p>

SCESD Superintendent Rubric

Domain 7: Values and Ethics

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires Superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Values and Ethics	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
7A Exhibit understanding and sensitivity to others and practice cultural competence.	Enhance understanding and practices by providing training and systems that promote cultural competence. Ensure that communications, work products and systems are culturally competent.	Ensure that communications, work products and systems are culturally competent.	Communications, work products and systems have occasional lapses in cultural competence.	Communications, work products and systems have consistent lapses in cultural competence.
7B Promote role of adequacy and equity.	Advocates for equity and equitable treatment of all people. Holds themselves and others to standards consistent with their position. Provides trainings on equity and coaches others on equity and standards of performance.	Advocates for equity and equitable treatment of all people. Holds themselves and others to standards consistent with their position.	Occasionally advocates for equity and equitable treatment of all people. Occasionally holds themselves and others to standards consistent with their position.	Does not advocate for equity and equitable treatment of all people. Does not hold themselves and others to standards consistent with their position.
7C Manifest a professional code of ethics and demonstrate personal integrity.	Behaviors and actions are consistently professional, ethical and demonstrate personal integrity. Supports others in demonstrating integrity and adhering to ethical standards.	Behaviors and actions are consistently professional, ethical and demonstrate personal integrity.	There are lapses in demonstration of professional, ethical and personal integrity.	There are consistent lapses in demonstration of professional, ethical and personal integrity.

SCESD Superintendent Rubric

Domain 7: Values and Ethics

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires Superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

<p>7D Model accepted moral and ethical standards in all interactions.</p>	<p>Consistently models moral and ethical interactions consistent with the position. Coaches others to follow the same ethical standards and interactions.</p>	<p>Consistently models moral and ethical interactions consistent with the position.</p>	<p>Has lapses in modeling moral and ethical interactions consistent with the position.</p>	<p>Has consistent lapses in modeling moral and ethical interactions consistent with the position.</p>
<p>7E Explore and develop ways to find common ground in dealing with difficult and divisive issues.</p>	<p>Consistently honors different points of view, attempts to support others in understanding opposing views and uses facilitative opportunities to help others gain insight. Utilizes facilitative skills to comprehensively evaluate all sides of the situation and attempt to gain consensus. Helps to identify proactive plans to address concerns moving forward.</p>	<p>Utilizes facilitative skills to comprehensively evaluate all sides of the situation and attempt to gain consensus. Helps to identify proactive plans to address concerns moving forward.</p>	<p>Does not have or does not utilize facilitative skills to assist others in comprehensively evaluating all sides of the situation and attempt to gain consensus. Inconsistently helps to identify proactive plans to address concerns moving forward.</p>	<p>Does not have or does not utilize facilitative skills to assist others in comprehensively evaluating all sides of the situation and attempt to gain consensus. Is not able to or does not help others to identify proactive plans to address concerns moving forward.</p>
<p>7F Promote the value that moral and ethical practices are established and practiced in programs and services throughout the region.</p>	<p>Develop organizational culture to support ethical practices and monitor/adjust interventions as needed. Provide modeling, training and hold programs and staff accountable for ethical practices of programs and services</p>	<p>Provide modeling, training and hold programs and staff accountable for ethical practices of programs and services.</p>	<p>Inconsistently provide modeling, training and hold programs and staff accountable for ethical practices of programs and services.</p>	<p>Do not provide modeling, training and hold programs and staff accountable for ethical practices of programs and services.</p>

Superintendent Summative Evaluation

Superintendent Name: _____ Date: _____

Domain 1: Values and Ethics - This standard stresses the Superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
1A Facilitate a regional process to develop and implement shared vision that focuses on improving programs and services in four core areas.				
1B Identify areas of potential efficiencies through regionalization of services (ORS 334.175(1)f).				
1C Promote activities that will create and enhance professional learning communities.				
1D Create and support a community of learners that empowers others to reach high levels of performance to achieve the vision of the educational enterprise.				
1E Model learning for staff, students, parents and community members.				
1F Promote understanding and celebrating school/community culture.				
1G Promote and expect intergenerational climate of tolerance, acceptance and civility.				
1H Develop, implement, promote and monitor continuous improvement processes.				
1I Serve as a liaison between component districts, local, regional and state agencies, enhancing the understanding of the role of the ESD as a business serving component school districts.				
Comments:				

Domain 2: Policy and Governance – Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board, and demonstrating effective governance to staff and the community at large.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
2A Understand and articulate the system of governance and differentiate between policy making and administrative roles.				
2B Establish procedures for Superintendent/Board interpersonal and working relationships.				
2C Understand and interpret the role of federal, state and regional governments, policies, and politics and their relationships to the ESD, local districts and schools.				
2D Use legal counsel in governance and procedures to avoid civil and criminal liabilities.				
Comments:				

Superintendent Summative Evaluation

Domain 3: Communication and Community Relations - This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
3A Develop formal and informal techniques to gain external perceptions of the ESD.				
3B Demonstrate effective communication skills (written, verbal and non-verbal context, formal and informal settings, large and small group and one-on-one environments).				
3C Promote involvement of all stakeholders to fully participate in the process of service provision.				
3D Establish effective relations with our component districts, business partners and stakeholders.				
3E Understand the role of media in shaping and forming opinions as well as how to work with the media.				
3F Effectively communicate the role of the ESD as a business serving component school districts.				
Comments:				

Domain 4: Organizational Management - This standard requires the Superintendent to gather and analyze data for decision making and for making recommendations to the Board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
4A Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring.				
4B Develop and monitor long range plans for district technology and information systems making informed decisions about computer hardware and software and staff development and training needs.				
4C Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs.				
4D Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.				
Comments:				

Superintendent Summative Evaluation

Domain 5: Human Resources Management – This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
5A Demonstrate use of a system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development.				
5B Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity.				
5C Provide for effective management of distributed staff in diverse satellite locations.				
<p>Comments: With this year's focus on data collection, I'm looking forward to see how that information will be used moving forward.</p> <p>I am concerned with the sustainability, effectiveness and ongoing quality of service, as many members of admin including the superintendent are spread over a variety of job duties and responsibilities.</p>				

Domain 6: Labor Relations- This performance standard requires the Superintendent to provide technical advice to the Board during labor negotiations, and/or to keep the Board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
6A Develop bargaining strategies based upon collective bargaining laws and processes.				
6B Identify contract language issues and propose modifications.				
6C Participate in the collective bargaining processes as appropriate.				
6D Establish productive relationships with bargaining groups while managing contracts effectively.				
<p>Comments:</p>				

Superintendent Summative Evaluation

Domain 7: Values and Ethics - This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires Superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.	Exemplary (4)	Proficient (3)	Basic (2)	Does Not Meet Standards (1)
7A Exhibit understanding and sensitivity to others and practice cultural competence.				
7B Promote role of adequacy and equity.				
7C Manifest a professional code of ethics and demonstrate personal integrity.				
7D Model accepted moral and ethical standards in all interactions.				
7E Explore and develop ways to find common ground in dealing with difficult and divisive issues.				
7F Promote the value that moral and ethical practices are established and practiced in programs and services throughout the region.				
Comments:				