Portland Public Schools
Board of Directors'
Superintendent's Performance Evaluation
for School Year 2019-2020

SUPERINTENDENT ANNUAL EVALUATION

The Board has adopted an evaluation tool that acknowledges the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

The evaluation framework is aligned to core standards identified by the Oregon School Boards Association; this evaluation includes the following five **Prioritized Leadership Standards**:

   Visionary Leadership
   Communications and Community Relations
   Curriculum Planning/Development
   Resource Management
   Labor Relationships

These were supplemented with the four **Performance Goals** adopted by the board in October of 2019.

In order to allow this multi-factored evaluation to be summarized effectively, each **Prioritized Leadership Standard** and **Performance Goal** is to

the final evaluation for the superintendent using this scale provided by the Oregon School Boards Association:

SCORE	

Leadership Standard #1: Visionary Leadership

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

1.1 Collaboratively develops and implements a shared vision and mission;
1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
1.3 Creates and implements plans to achieve goals;

1.4 Promotes continuous and sustainable improvement;
1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the district. Actions, staffing and resources have little connection to a vision. It is difficult to know what the district stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates innovative ideas to support the vision.	Articulates the vision of the district in writing and speech. Works to create alignment within actions, staffing and resources desi𝑐	

Leadership Standard #5: Curriculum planning/development

This standard addresses the superintendent's skills in staying up to date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
5.3 Uses child development and learning theories in the creation of developmentally appropmgropmp

Leadership Standard #7: Resource Management

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;

7.2 Identifies and applies appropriate policies, criteria and processes for the   recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

7.3 Makes sound fiscal decisions, in line with the organization's strategic goals,   and establishes clear and transparent systems of fiscal control and   accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so	

Leadership Standard #9: Labor Relations

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

9.1 Develops bargaining strategies based upon collective bargaining laws and processes; 9.2 Identifies contract language issues and proposes modifications; 9.3 Participates in the collective bargaining processes as determined by the board;	9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating

1 Ineffective: ☐ 　　 2 Developing: ☐ 　　 3 Effective: ☐ 　　 4 Accomplished: ☐

Performance Goal 1:		

Performance Goal 3:		
By the spring		

Overall SY19-20 Superintendent Performance Evaluation								
Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above							
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7	**Average**
Visionary Leadership								
Communications and Community Relationships								
Curriculum Planning/Development								
Resource Management								
Labor Relations								
Goal 1: 3rd Grade Reading								
Goal 2: 5th Grade Math								
Goal 3: 8th Grade								
Goal 4: Post-secondary readiness								
Final Summary Rating								