MANSON SCHOOL DISTRICT
BOARD POLICY

POLICY TYPE: BOARD-SUPERINTENDENT LINKAGE #2d

POLICY TITLE: MONITORING SUPERINTENDENT PERFORMANCE

Systematic and rigorous monitoring of Superintendent job performance will be solely against only the expected Superintendent job outputs: organizational accomplishment of Board policies on Ends and organizational operation within the boundaries established in Board policies on Executive Limitations.

Therefore, the Board will establish evaluative criteria and will be responsible for evaluating the performance of the superintendent as provided by statue and contract.

Accordingly:

1. Monitoring is simply to determine the degree to which Board policies are being met. Information that does not do this will not be considered to be monitoring information.
2. The Board will acquire monitoring data by one or more of three methods:
   a. By internal report, in which the Superintendent discloses compliance information, along with the Superintendent's justification for the reasonableness of interpretation.
   b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with policies, augmented with the Superintendent's justification for the reasonableness the Superintendent's interpretation; and
   c. By direct Board inspection, in which a designated member or members of the Board assess compliance with policy, with access to the Superintendent's justification for the reasonableness of the Superintendent's interpretation.
3. In every case, the standard for compliance shall be *any reasonable interpretation by the Superintendent* of the Board policy being monitored. The Board is final arbiter of reasonableness, but will always judge with a "reasonable person" test rather than with interpretations favored by Board members or by the Board as a whole; and
4. All policies that instruct the Superintendent will be monitored at a frequency and by a method chosen by the Board. The Board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

STANDARD	GOVERNANCE POLICY	METHOD
Standard 1, Strand 1	Ends	Internal
Standard 2, Strand 1	Ends	Internal
Standard 2, Strand 2	Treatment of Staff	Internal
Standard 3, Strand 1	Financial Planning & Budgeting, Financial Conditions and Activities, Asset Protection, Compensation and Benefits	Internal
Standard 3, Strand 2	Communication and Support	Direct Inspection
Standard 4, Strand 1	Treatment of Students & Parents or Guardians	Internal
Standard 4, Strand 2	Communication and Support	Direct Inspection
Standard 5, Strand 1	Asset Protection	Internal
Standard 6, Strand 1	Ends	Internal
Standard 6, Strand 2	Communication and Support	Internal

Policy	Method	Frequency
Treatment of Students and their Parents or Guardians	Internal	Annually
Treatment of Staff	Internal	Annually
Financial Planning/Budgeting	Internal	Annually
Financial Condition & Activities	Internal	Quarterly
	External	Annually
	Supplemental External	As needed
Asset Protection	Internal	Annually
Emergency Superintendent Succession	Internal	Annually
Compensation & Benefits	Internal	Annually
Communication & Support	Direct Inspection	Annually
Ends	Internal	Annually

Washington Superintendent Evaluation Process

May 2013

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

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

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

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

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

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

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

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

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

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

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

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

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

Strand 2—Creates a safe and humane organizational environment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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