

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION BOARD AND SUPERINTENDENT EVALUATION
MEETING**

Tuesday, April 19, 2022
5:30 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

Closed session starts at 5:30PM

Open session starts at approximately 6:30PM

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. SCHOOL BOARD MEMBER OATH OF OFFICE

**IV. CLOSED SESSION - ADJOURN TO CLOSED SESSION - PER WISCONSIN
STATUTES 19.85 (1)(c)**

A. Superintendent Evaluation

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V. RETURN TO OPEN SESSION - BEGIN REGULAR AGENDA

VI. APPROVE THE AGENDA

VII. PUBLIC COMMENTS

VIII. BOARD OF EDUCATION SELF-EVALUATION AND PRIORITIES

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IX. DISCUSS A PROPOSED WRITTEN COMMUNICATION FROM THE SCHOOL DISTRICT/BOARD OF EDUCATION

X. ACTION AS APPROPRIATE, ON ITEMS DISCUSSED IN CLOSED SESSION

XI. RETURN TO OPEN SESSION

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

Waunakee Community School District Superintendent Evaluation Forms

Part I: Performance Standards

Instructions:

1. Attached are forms to be completed by each board member rating each of the eight (8) performance standards. A separate page is provided for each performance standard.
2. Each board member should rate all eight of the standards. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
3. **Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results on a preliminary summary evaluation form.
6. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board – or – the board and superintendent will meet in executive session to discuss the evaluation results and begin to identify priorities for the following year.
7. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice when evaluating the superintendent.

Current practice has been for an annual joint evaluation/planning meeting to review results & the compiled summary report in closed session, without a prior meeting of board members. The board can schedule a special meeting to discuss the superintendent's job performance in closed session at any time of the year deemed necessary, with or without the superintendent present, with a summary report of such meeting prepared and shared with the superintendent for review and discussion by the board chair or designated representative(s). In such cases, it is recommended the board seek the advice of legal counsel.

Policy 225

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who promotes the academic success and well-being of each student by facilitating the development, articulation, implementation and advocacy of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify strategic priorities/goals, assess organizational effectiveness, and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement; and
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
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 strategic plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates new ideas to support the vision.	Articulates the vision and strategic plan of the district in writing and speech. Works to create strategic alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school. The district vision is focused on academic success and the well-being of each student.	Articulates a clear and coherent vision and strategic plan for the district through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the district. Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision. The vision is lively and evident in the culture, focused on student success and articulates the excellence that distinguishes student achievement throughout the district.
Rating: _____ Comments:			

Standard 2: *ETHICAL LEADERSHIP*

The superintendent integrates principles of cultural competency and equitable practice and promotes the academic success and well-being of each student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Ensures a system of accountability for each student's academic and social success;
- 2.2 Models principles of self-awareness, reflective practice, transparency, ethical and professional behavior;
- 2.3 Safeguards the values of democracy, equity and diversity;
- 2.4 Ensures individual student needs drives all aspects of leadership and learning.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Actions and intention are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by their word. Is not self-aware and does not reflect on their practice.	Actions and intentions are not always clear and transparent. Fairness to staff and students is frequently raised as an issue. Reflects on practice but does not always implement changes from that learning.	Treats students and staff fairly and shows respect at all times. Is grounded in shared district values for how to do the work of leadership and learning. Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps. Demonstrates self-awareness and uses reflection to improve practice.	Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning. Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage. Works for equity by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.
Rating: _____ Comments:			

Standard 3: COMMUNICATIONS & COMMUNITY RELATIONS

The superintendent promotes the academic success and well-being of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as-a-whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain internal and external perceptions of district;
- 3.2 Demonstrates effective communication skills (written, listening, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- 3.3 Promotes stakeholder involvement, engagement and participation in the process of education;
- 3.4 Establishes effective school/community relations, school/business partnerships and public service;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Ineffective in communication with staff, parents and students. Staff and students feel undermined by the lack of leadership in the district. Not aware of the undercurrents with staff or the school environment.	Advocates for some students and families. Stakeholders frequently feel out-of-the-loop. Many staff members do not feel positive about district leadership. Staff and students do not feel stimulated to do their best work.	Keeps staff, students and parents informed on a regular basis. Communication with individuals and groups is seen as clear and effective. The majority of staff and students identify positively with district leadership. Works as a member of a district team to positively influence education decisions.	Communicates key information to all stakeholders in an appropriate and timely manner. Alert to potential issues; predicts and shares possibilities with school board in advance. Constituent groups report a positive relationship with district leadership. Has influence in the school, district and beyond in supporting student academic success & well-being.
Rating: _____ Comments:			

Standard 4: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for each student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and understands the impact on student achievement when board & superintendent work together in a collaborative and systematic way.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 4.2 Establishes procedures for superintendent/board interpersonal and working relationships and provides information and resources the board needs to perform its responsibilities;
- 4.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 4.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Not engaged in work related to policies nor enforces district policies. Behavior indicates a lack of value in a healthy working relationship with the board. Does not engage the board in the work of advancing organizational goals and priorities.	Engages minimally in policy work. Unevenly or inequitably enforces policies. Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board. Unevenly engages the board in the work of advancing organizational goals and priorities.	Fully engaged in policy work. Appropriately and equitably enforces policies. Demonstrates reasonable value of a healthy working relationship with the board. Effectively engages the board in the work of advancing organizational goals and priorities.	Develops an exemplary system of policy consideration and revision. The district takes pride in the equitable enforcement of district policies. Proactively and effectively engages the board in the work of advancing organizational goals and priorities.
Rating: _____ Comments:			

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 teaching and learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you in thinking about the standard.)

The superintendent:

- 5.1 Develops 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 appropriate curriculum and instruction;
- 5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- 5.5 Assesses student progress using a variety of appropriate techniques;
- 5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum and assessments to ensure alignment of curriculum, instruction and assessment.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Primary focus is not teaching and learning. Fails at creating an organizational culture focused on teaching and learning. Does not put in place systems to ensure curricular alignment to standards. Does not create systems to customize learning to students.	Peripherally focused on teaching and learning. Discusses teaching and learning, but no real systemic organizational focus exists. Puts in place an uneven and sometimes chaotic process to align curriculum to assessments. Discusses customized learning, but execution is uneven, unclear and chaotic.	Primary focus is teaching and learning. Keeps the organization primarily focused on teaching and learning. Puts in place systems to align curriculum to standards. Puts in place systems to customize instruction to students.	Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective. Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically. Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality. Establishes individualized learning systems, where appropriate.
Rating: _____ Comments:			

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent promotes the academic success and well-being of each student by sustaining a positive, supportive, collaborative district culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

6.1 Nurtures and sustains a culture of collaboration, trust, learning and high expectations;

6.2 Establish a supervision & evaluation system for teaching staff.

6.3 Develops the instructional and leadership capacity of staff;

6.4 Maximizes time spent on instruction;

6.5 Promotes the use of the most effective and appropriate technologies to support teaching and learning; and

6.6 Monitors and evaluates the impact of instruction.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No performance evaluation system is in place and/or not all evaluations have been completed as required. Staff development isn't consistently provided. Staff members are responsible for their own improvement. School improvement efforts are limited. There is no comprehensive plan in place. There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Evaluations are completed but not entirely in compliance or are inconsistent with state law. Staff development programs are offered based upon available opportunities. School improvement plans are in place at the building level but lack district-wide coordination. Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Evaluations are completed in a timely manner. Some less than "effective" staff lack individualized development plans. Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement. School improvement plans are in place at all buildings and align to the district-wide goals. Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Performance evaluation system in place that is in compliance with state law. Required evaluations completed. Necessary development plans in place. Evaluations are consistent across district. Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement. School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress. Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.
Rating: _____ Comments:			

Standard 7: *EFFECTIVE ORGANIZATION MANAGEMENT*

The superintendent promotes the academic success and well-being of each student by ensuring overall management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

7.1 Monitors and evaluates the management of operations and administrative systems;

7.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;

7.3 Promotes and protects the welfare and safety of students and staff;

7.4 Develops the capacity, opportunities & support for staff leadership;

7.5 Ensures teacher and organizational time is focused to support quality instruction and student success.

7.6 Gathers & analyzes data to inform decision making and for making recommendations to the board.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Management of the operations of the district is poor or non-existent. The district is disorderly, disorganized and there is a feeling that the district is “out-of-control.” Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.	Expectations for staff and students are inconsistent and not well known. The daily operating procedures are occasionally followed but are frequently changed. The budget does not support the district’s priorities and budget category limits are not always followed.	Establishes a clear set of operating procedures for effective operation of the district. Discipline of students is handled fairly and consequences are used to maximize student learning. Students and staff are held accountable for their performance and conduct. The annual budget is adhered to with only approved variances.	Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student’s learning. Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance. Students and staff hold each other accountable for high quality performance. Develops and manages a budget that maximizes the learning goals of the district. Supportive partnerships are developed and managed to enhance learning experiences.
Rating: _____ Comments:			

Standard 8. RESOURCE MANAGEMENT

Standard #7 focuses on overall management of the organization and expectations. In this standard, the superintendent effectively organizes and manages operational aspects of the district - including finance, human resources, food services, transportation, maintenance and facilities and other outside agencies - so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 8.1 Demonstrates use of system and staff evaluation data for HR policies, decision-making, promotion of career growth and professional development;
- 8.2 Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, retention and separation of personnel with attention to issues of equity and diversity;
- 8.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.
- 8.4 Coordinates with social agencies & human services to help students grow & develop as caring informed citizens

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services and learning environments 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 poor 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 that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and will move the district forward. Clear and transparent systems of financial control and accountability are universally followed.
Rating: _____ Comments:			

**Board of Education Self-Evaluation
Summary Questions**

1. List areas of strengths. In what areas are we really doing well?

2. List areas where the board could improve.

3. What would be the most important thing the board needs to work on first? What will have the greatest impact on student learning?

4. What do we need to learn about as a board team? Where can we get the information we need to improve? Who will teach us? When can we take the time to learn?

Evaluation of Superintendent & BOE Priorities Forms
Waunakee Community School District

Instructions:

Each year, in conjunction with the evaluation processes, the board and superintendent meet to develop a clear set of system-wide, board governance and individual professional practice priorities/goals for the following year. Performance indicators are developed & approved for each priority area.

Important note: Superintendent professional practice priorities serve as the basis for Part 2 of the superintendent evaluation.

1. Attached are forms to be completed by each board member rating each of the identified priorities for the past year.
2. Each priority has performance indicators listed below it. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall priority/goal.
- 3. Ratings do not have to be whole numbers. If a member thinks a 2.5 or 3.7 is representative of their rating, that is acceptable.**
4. Your comments in support of your rating will be helpful during the preparation of a summary evaluation form.
5. Please return your completed forms to the board chair or designated representative for compilation. The designated representative or chair will compile the results.
6. The board and superintendent will meet in executive session to discuss the superintendent evaluation results.
7. The board and superintendent will meet in open session to discuss results from the evaluation of progress on priorities and begin to identify priorities for the following year.

Evaluation of Progress on BOE & Superintendent Priorities
System-Wide, Professional Practice & Governance
School Year: 2021-2021

1. *System-Wide Priority # 1: Joint BOE/Superintendent Responsibility*

Return to School Efforts

Performance Indicators:

The board & superintendent will:

- a) Track the student achievement data on a quarterly/trimester basis and prioritize intervention efforts to support student and academic achievement
- b) Track student social emotional health on a quarterly basis and prioritize support for student social emotional learning needs.
- c) Prioritize the development of a remote learning option for students.
- d) To identify practices that we utilized during the COVID-19 that we may want to continue based on experiences this year.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made.	Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan.	Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.	Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next.
Rating: _____ Comments:			

2. *System-Wide Priority # 2: Joint BOE/Superintendent Responsibility*

District Communication and Engagement Efforts

Performance Indicators:

The board & superintendent will:

- a) Conduct an audit of the district communication and engagement process and develop a communication and engagement plan to be presented to the school board.
- b) Engage in a district branding process that yields one logo that represents the school district, and one logo that represents our athletic and co-curricular programs.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made.	Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan.	Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.	Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next.
Rating: _____ Comments:			

3. *System-Wide Priority # 3: Joint BOE/Superintendent Responsibility*

District Governance Efforts

Performance Indicators:

The board & superintendent will:

- a) Continue with the district policy review, revision, and adoption process.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made.	Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan.	Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.	Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next.
Rating: _____ Comments:			

4. *System-Wide Priority # 4: Joint BOE/Superintendent Responsibility*

District Facility Planning E

Performance Indicators:

The board & superintendent will:

- a) Review and reestablish the long-range facility plan as it relates to future referendum issues.
- b) Strategically allocate funds to address high level needs from the 20-year facility maintenance plan.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made.	Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan.	Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.	Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next.
Rating: _____ Comments:			

5. *System-Wide Priority # 5: Joint BOE/Superintendent Responsibility*

District Equity Efforts

Performance Indicators:

The board & superintendent will:

- a) The school board will develop a district equity statement.
- b) To include student achievement and equity among the numerous lenses the WCSD uses in the development of policy, curriculum, programming, facility & maintenance planning, budget planning and resource allocation.

Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
No progress made on priority. No explanation(s) provided to help manage expectations as to why no progress was made.	Some progress made on priority. Little evidence of action(s) taken to move forward with the stated priority/plan.	Major progress made on priority and/or priority met. Periodic updates provided on progress made to help manage expectations and justify need for change(s) to plan.	Exceeded expectations in meeting priority. Stakeholders were aware of progress on the priority and what comes next.
Rating: _____ Comments:			