

Work Session  
Wednesday, March 22, 2023 5:00 PM Alaskan

District Office Board Room  
300 Kostrometinoff Street  
Sitka, AK 99835

1. Review of Superintendent Evaluation Process

## **BP 2000 CONCEPTS AND ROLES**

The School Board expects the administration to promote the creation of the best possible educational program and to maintain an environment conducive to learning. The Superintendent shall provide the vision and educational leadership in this effort and shall give top priority to meeting the needs of all students and actively helping teachers raise academic achievement.

The Board may employ administrative and supervisory personnel to assist in the effective management of the district. The Board expects the Superintendent to recognize, develop and use the leadership abilities of staff.

The Superintendent or designee shall develop decision-making processes which are responsive to the school community and to the specific needs of individual students. He/she shall provide means by which staff, students and parents/guardians at each school may participate in decisions related to school improvement and matters which the Board identifies as appropriately managed at the school site level. The administration shall provide professional advice to the Board and to citizen advisory committees.

*(cf. 0420 - School-Based Management/Site Councils)*

*(cf. 1220 - Advisory Committees)*

*(cf. 2230 - Representative and Deliberative Groups)*

*(cf. 8000 - Advisory School Boards)*

The Board desires to give all administrators the authority they need in order to carry out their assigned responsibilities. The Board shall clearly state what it expects of the Superintendent and shall evaluate him/her on how well those expectations have been met. In turn, the Superintendent or designee shall clearly state what is expected of all other administrators and shall evaluate how well those expectations have been met.

*(cf. 4300 - Management, Supervisory and Confidential Personnel)*

*(cf. 4315 - Evaluation/Supervision)*

*(cf. 4319.3 - Duties of Personnel)*

*Legal Reference:*

### ALASKA STATUTES

[14.08.111](#) *Duties (Regional School Boards)*

[14.14.110](#) *Cooperation with other districts*

[14.14.130](#) *Chief School Administrator*

**Adoption Date: March 4, 1996**

**Sitka School District**

## **BP 2120 SUPERINTENDENT OF SCHOOLS**

The Superintendent is the chief executive officer and educational leader of the district. He/she executes all School Board decisions and is accountable to the Board for managing the schools in accordance with the Board's policies. He/she informs the Board about school programs, practices and problems and provides professional advice on items requiring Board action.

The Board delegates to the Superintendent the power to make decisions concerning internal operations of the district. The Superintendent may delegate to other school staff any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

The Superintendent shall have final approval on hiring classified employees. The Superintendent also approves the hiring of certified employees subject to approval by the Board.

The Superintendent shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all district employees. He/she shall oversee all financial operations of the district and actively seek out new funding sources for the schools.

The Superintendent shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of district goals.

The Superintendent shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the district's goals and build a strong, positive community attitude toward the school system.

The Board expects the Superintendent to remain current on educational thought and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the district's instructional program and overall operation. The Superintendent shall inform the Board and staff of new developments and significant events in the field of education.

*(cf. 2122 - Superintendent of Schools: Job Description)*

*Legal Reference:*

### ALASKA STATUTES

[14.08.111](#) *Duties (Regional School Boards)*

[14.14.130](#) *Chief school administrator*

**Adoption Date: March 4, 1996**

**Revision Date: February 3, 1999**

**Sitka School District**

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## **BP 2121 SUPERINTENDENT'S CONTRACT**

The School Board shall employ a Superintendent to serve as its chief administrative officer for a contract term of not more than three years. Prior to entering into an employment contract with the Superintendent, the Board shall have the contract reviewed by legal counsel.

The Board shall notify the Superintendent of its intention not to renew his/her contract early enough to ensure compliance with any notice requirements of the existing contract. Any extension of the life of the contract shall be contingent upon a satisfactory evaluation of the Superintendent's performance.

*(cf. 2123 - Evaluation of the Superintendent)*

*Legal Reference:*

### ALASKA STATUTES

[14.14.130](#) *Chief School Administrator*

[14.20.130](#) *Employment of teachers and administrators*

**Adoption Date: March 4, 1996**

**Sitka School District**

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## **BP 2122 SUPERINTENDENT OF SCHOOLS: JOB DESCRIPTION**

The job of Superintendent entails many complex duties, some specified in law and some assigned by the Board. The Board shall provide the Superintendent with a job description that indicates his/her major responsibilities. The Board shall further define the Superintendent's responsibilities and duties through the adoption of Board policies.

The Superintendent may undertake outside professional activities such as speaking and writing, provided that the duties of his/her office receive adequate time and energy and always take precedence over any such outside activities. The Superintendent may use Annual leave days to perform outside consulting work if the work does not conflict with the best interest of the Sitka School District and the consent of the Board is obtained prior to performing the consulting work.

*(cf. 2000 - Concepts and Roles)*

*(cf. 2120 - Superintendent of Schools)*

*(cf. 2123 - Evaluation of the Superintendent)*

*Legal Reference:*

### ALASKA STATUTES

[14.14.130](#) *Chief School Administrator*

**Adoption Date: March 4, 1996**

**Sitka School District**

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## **BP 2123 EVALUATION OF THE SUPERINTENDENT**

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board recognizes that only the collective decision of the Board has any official status in the evaluation of the Superintendent. The Board considers Board members' individual opinions and ratings of the Superintendent as part of the deliberative process leading to the official, formal evaluation of the Superintendent. That formal evaluation shall consist of a summary of the individual opinions and ratings.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall sign the formal evaluation summary acknowledging receipt. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

*(cf. 2121 - Superintendent's Contract)*

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluation process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

*(cf. 9321 - Executive Sessions)*

**Adoption Date: MARCH 4, 1996**

**Sitka School District**

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# Sitka School District

## Performance-Based Annual Superintendent Evaluation

Date \_\_\_\_\_



**SITKA**  
SCHOOL DISTRICT  
DISCOVER | NURTURE | INSPIRE

*The performance evaluation is a useful tool to ensure the superintendent will meet the school board's expectations. Fundamental fairness demands that the superintendent understand the expectations of the board and receive feedback regarding how he/she is performing.*

**Vision:** Educating our children to realize their potential and contribute in a connected global society.

### **Board Goals and Guiding Principles:**

District website ([sitkaschools.org](http://sitkaschools.org)) >

School Board menu > Board Goals

Recommended by:  
Association of Alaska School Boards



## The Superintendent Evaluation Process

The annual superintendent evaluation is an essential tool used to ensure a communication link between the responsibility of the school board and its one direct employee, the superintendent. The annual summative evaluation is designed to evaluate the progress and leadership of the superintendent concerning the board's vision and goals each year. The following list provides the board with a step-by-step checklist:

- **All board members** will participate in the evaluation process.
- The board will execute the evaluation process utilizing:
  1. the board adopted evaluation instrument,
  2. the superintendent job description,
  3. the superintendent contract; and,
  4. superintendent/district performance goals.
- The board will periodically review, amend and **adopt a job description** and the **evaluation instrument** for the superintendent, aligning the evaluation instrument with the job duties.
- The board will adopt a **timeline** for conducting the superintendent evaluation.
- The superintendent will complete a **self-evaluation** and provide a copy of his/her completed evaluation to the board president.
- The board president will distribute the superintendent's self-evaluation, evaluation instrument, job description, contract, and goals to all board members. Prior to the evaluation meeting, all board members will complete the evaluation instrument and return to the board president by the stated deadline so he/she may compile the results.

## Completing this Evaluation

- For each of the six standards to be assessed, review each **performance indicator** and check the appropriate level of progress.
- To the right of each performance indicator is space for a specific **comment** that may pertain to that item. Comments are a crucially important feedback mechanism that can add important context to a rating and are strongly encouraged.
- Upon completion of this evaluation, email or return the printed document to the **board chair** by **January 6, 2020** for the compilation of all board member responses before the "in-person" evaluation meeting.

## Standard #1: Visionary Leadership

**Description of the Standard:** The superintendent is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of the district's Vision, Board Goals, and Guiding Principles.

**Details of the Standard:** Advancing a district-wide shared vision for learning.

Performance Indicators	Rating	Comments
The superintendent builds commitment to the district's Vision, Goals, and Guiding Principles.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops strategies to implement the district's Vision, Goals, and Guiding Principles.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent holds board and staff mutually accountable for striving toward the district's Vision, Goals, and Guiding Principles.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent aligns district procedures and practices with the district's Vision, Goals, and Guiding Principles.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent provides indicators of progress.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #2: Instructional Leadership

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent advocates for student learning as the district's highest priority.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent promotes the systematic improvement of curriculum, instruction, and assessment.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent assures that district policies, practices, and resources support student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent gives a high priority to reducing achievement gaps.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #2: Instructional Leadership (continued)

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent focuses evaluation and professional development on the improvement of student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent implements effective procedures for staff evaluation.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops systematic strategies for using professional development to improve student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent builds leadership capacity to improve student learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

### Standard #3: Effective Management

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent effectively manages fiscal resources in accord with board priorities and instructional improvement	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent strategically manages human resources to support instructional improvement and other district goals.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent effectively manages key elements of district operations.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops systems for assuring that employee performance meets district expectations.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

### Standard #3: Effective Management (continued)

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent develops and implements procedures and practices that ensure the safety and well-being of students.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops and implements procedures and practices that ensure the safety and well-being of employees.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops and implements procedures and practices that ensure an orderly learning environment.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent assures that district policies and practices result in a climate that is positive, friendly, and responsive to the needs of individuals.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #4: Inclusive Practice

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops strategies to involve families and community members in the educational process.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent develops strategies for constructive resolution of conflicts with families and community members.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent mobilizes community resources to support district goals.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent assists the board in planning, conducting, and building community understanding of the District's Budget Process.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #4: Inclusive Practice (continued)

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent recognizes and responds to the diversity within the district.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent capitalizes on the diversity of students and the community to improve learning.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent increases district capacity to positively address cultural tensions or conflicts.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent works to reduce achievement gaps.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent identifies and eliminates district policies and practices that have discriminatory effects.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #5: Ethical Leadership

**Description of Standard:** The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.

**Details about the Standard:** Acting with integrity, fairness, and courage in upholding high ethical standards.

Performance Indicators	Rating	Comments
The superintendent models high standards of professional and ethical behavior as set out in the professional teaching standards adopted by Alaska Professional Teaching Practices Commission.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent interacts respectfully with others.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent articulates high expectations for ethical and professional behavior of district employees.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent examines district procedures and practices for possible violations of fairness, social justice, and human dignity.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #6: Socio Political Context

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent gains understanding of the community by interacting with local community members and engaging in community activities.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent engages with local, state and federal officials in order to protect and promote the interests of children in the district.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent engages with professional associations, business organizations, and other external groups to gain understanding of the current environment and develop district response to emerging issues.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

## Standard #6: Socio Political Context (continued)

**Description of Standard:** 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.

Performance Indicators	Rating	Comments
The superintendent respects and advocates mutual understanding of the roles and responsibilities of board and superintendent.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent honors board policy.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent provides the board with timely information.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent treats all board members fairly, respectfully, and responsibly.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent provides necessary support for effective board decision making.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	
The superintendent builds strong team relationships with the board.	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Concerns	

# **GOALS**

**An expression of desired, measurable end results that the organization will achieve as it fulfills its mission.**

100% of Sitka school district students will have at least one year of measurable growth every school year.

100% of our students will graduate.

100% of all middle and high school students will have a post-graduation plan.

100% of students will have access to mental health supports.

# **Sitka School District 2021 Strategic Plan**

# **STRATEGIC PLANNING TEAM**

## **SSD Staff**

Caitlyn Woolsey  
Dianne Chong  
Frank Hauser  
Janna Ploetzner  
Jessica Keaveny  
Kate Mullin  
Mandy Summer  
Mike Vieira  
Phil Burdick  
Rebecca Himschoot  
Sondra Lundvick  
Tim Pike

## **Facilitator**

John Holst

## **Community Members**

Alana Peterson  
Andrew Hames  
Andrew Thoms  
Bennie Nabua  
Chris Washko  
Emily Fenno  
Gary Paxton  
James Brennan  
Janet Clarke  
Jill Kisaka  
John Leach  
Kat Richards  
Kate Johnson  
Lakrisha Brady  
Lisa Gassman  
Mary Suminski  
Paul Kraft  
Rachel Roy  
Stephen Eisenbeisz  
Stephen Harmon  
Susan Campagno  
Tatiana Perkins  
Vera Gibson

# **Mission**

The Sitka School District will intentionally develop

**Haa Latseení**

(Our Strength of Mind, Body, and Spirit)

to inspire and prepare students to be compassionate, empowered, and equipped critical thinkers within a global community.

# **BELIEFS**

## **We believe:**

- ❖ all students should have equitable access to and support through high-quality education.
- ❖ in removing barriers to community-wide educational opportunities.
- ❖ that understanding and honoring diversity enhances the ability to learn.
- ❖ every student should feel accepted, valued, and connected within the school and the community.
- ❖ our schools should be reflective of the needs of our changing world.
- ❖ that the highest quality education is a result of focusing on the whole child.
- ❖ our community has a vested interest in our mission.
- ❖ community partnerships are essential to our mission.
- ❖ in child centered education.
- ❖ in multicultural competency.
- ❖ in continuous, community-wide systemic improvement.
- ❖ we have a connection and responsibility to this land Haa Aaní and the people who have inhabited it since time immemorial.
- ❖ in preparing students to confront and overcome challenges.
- ❖ in fostering each student's unique ability to achieve their unique potential.
- ❖ In embracing failure as a part of lifelong learning.
- ❖ all students can find success.

# **GOALS**

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100% of Sitka school district students will have at least one year of measurable growth every school year.

100% of our students will graduate.

100% of all middle and high school students will have a post-graduation plan.

100% of students will have access to mental health supports.

# **PARAMETERS**

**Management pronouncements that establish the boundaries within which the organization will accomplish its mission.**

- We shall seek an equitable input of diverse voices that reflect our community.
- We will learn and grow from our past but not allow it to dictate our future.
- We will not allow the lack of funding to compromise the quality of our programs.
- Staff will be informed, involved, and valued.
- We must be intentional in including all aspects of diversity in achieving our mission.

# **STRATEGIES**

## **The broadly stated means of deploying resources to achieve the organization's Goals.**

1. We will Identify strategies to close learning gaps.
2. We will Strengthen culturally responsive programing.
3. We will Expand and strengthen partnerships.
4. We will produce a Professional Development/Mentorship/Induction program for SSD staff.
5. We will develop an internal and external District communication plan.
6. We will expand opportunities and remove participation barriers for students.

# Conducting your Superintendent Evaluation

# Purpose

The evaluation process will:

- Continuously improve the functioning of the district;
- Clarify the expectations and authority of the superintendent;
- Provide feedback to the superintendent regarding performance expectations in key areas;
- Provide the groundwork for establishing future goals;
- Strengthen the relationship between the superintendent and the board.

# Discuss these questions:

## DISCUSS:

1. What is your definition of a performance evaluation?
2. Does your board conduct an evaluation of the superintendent each year?
3. Do you feel your evaluation process offers the board and superintendent an opportunity to communicate effectively?
4. Does the process feel stressful?

# The evaluation process



# COMPREHENSIVE EVALUATION



STANDARDS



BOTH FORMATIVE AND  
SUMMATIVE  
EVALUATIONS



GOALS: A DEVELOPED  
AND AGREED UPON  
"COLLECTIVE VISION."



TARGETS AND  
MEASURABLE  
OUTCOMES



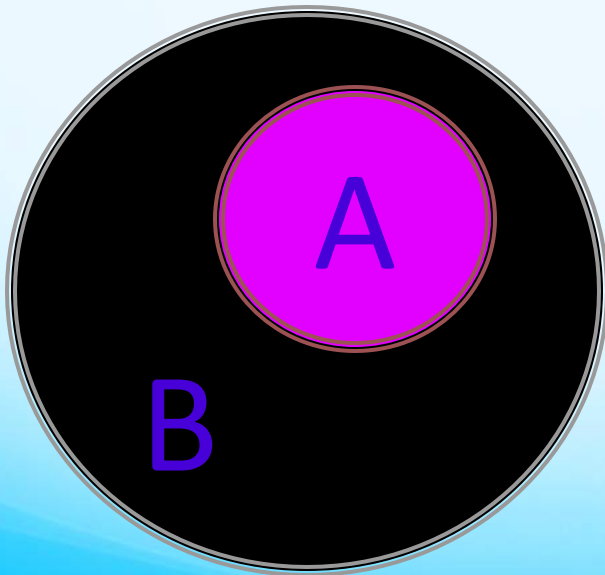
association of  
**ALASKA**  
school boards

# Phase 1

## Job Description

Common understanding of current job description

- ✓ Superintendent job description should be adopted into policy



A = your job description

B = what you can do

# Phase 2

## Standards for Administrators

- ❖ Defines what the superintendent should know and be able to do
- ❖ Quality indicators describing observable actions
- ❖ Student achievement
  - ✓ District, school, grade
  - ✓ Reading, math, language arts
  - ✓ Subpopulations

# Phase 3

## Goals & Measurable Targets

Progress Toward Goals – District Goals, Strategic Plan, Continuous Improvement Plan

- ✓ Select 2-3 goals for the upcoming year
- ✓ Determine measurable outcomes
- ✓ Link to standards
- ✓ Provide periodic updates

# Phase 4

## Achievements and Next Level of Work

- ❖ Keep a running list of achievements accomplished
- ❖ Identify areas of excellence
- ❖ Identify areas of growth or needed improvement
  - ✓ Should be based in part on conversation with superintendent about their observations
  - ✓ Could be incorporated into next years goals

# Phase 5

## Summary and Reporting

- ✓ Ratings for all standards
- ✓ Whole board comments should be included
- ✓ Include data to support student achievement targets
- ✓ Jointly approved comments are recommended
- ✓ Signatures are required

# Questions



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# Making the Most of Your First Term – 3

## THE SUPERINTENDENT – BUILDING A RELATIONSHIP

The school board and superintendent should treat each other with respect at all times. The actions of the school board and superintendent should provide the public with confidence that the district is being run professionally and in a manner that is consistent with the students' educational needs and the community's desires and aspirations.

If the school board and superintendent make an effort to understand and respect each other's roles, they will avoid unnecessary conflicts. They also stand the best chance of responding successfully to the various issues confronting the district.

- ***What is the superintendent's role relative to the School Board?***

A "textbook" description of appropriate roles suggests that the board is the policy body and the superintendent is there to administer those policies. In actual practice the distinction is rarely that clear, however, so it is critical that the board and superintendent develop clear expectations of the other and are in full agreement as to how those roles are observed.

The superintendent is the only employee that is hired directly by the Board. All other administrators, teachers, and staff are hired by the superintendent. Where the School Board is responsible for setting the vision and mission for the district, it is the superintendent who will carry out the goals. The School Board tells the superintendent what it wants done; the superintendent determines the best way to do it.

- *What documents should I have to help me understand the superintendent's responsibilities in the district?*

Formal documents such as district policies, the superintendent's job description and contract help in defining what the board and superintendent are responsible for. Each of these documents are available for your review. Start with **BP 2120**, Superintendent of Schools and also consider **BP 2122**, Superintendent's Job Description. You should also have a copy of the superintendent's contract explained to you as part of the Board orientation.

Regular board self-assessment and evaluation of the superintendent will help the team continue to examine their respective roles and keep communications open.

- *How should the board and superintendent clarify expectations?*

Expectations need to be clarified through ongoing discussion. If there is disagreement about the process or responsibilities take the time to discuss each other's view of what has taken place in the past and determine the future course of action. Review current practice and policies before you get started on your major responsibilities.

Only the superintendent can manage the day-to-day operations of the district, and only the board can identify the expectations for the district through its policies. Boards that micro-manage are working outside of their policy-making role. Superintendents who macro-manage are superseding the governance role of the board.

Roles of the board and superintendent need to be clarified through discussions of the expectations and responsibilities for various tasks. If there is disagreement about the process or responsibilities, take the time to discuss each participant's perception of what has taken place in the past and what he or she thinks should take place in the future. AASB's Board Standards offer a good starting point for that discussion. Each of the Standards has indicators that define board responsibilities and actions.

- *How do I communicate with the superintendent?*

You should feel free to communicate in any way you are comfortable. Usually the superintendent is more than willing to meet with you, discuss issues on the phone, or respond by email. The

important thing is not **how** to communicate, but that you **do** communicate with the superintendent, especially when you have questions about agenda items being discussed at your Board meeting.

- *When and how does the Board evaluate the superintendent?*

Boards should evaluate the superintendent each year. Typically the superintendent's contract details the timing of the evaluation. Many Boards use AASB's evaluation protocol. Information about your Board's superintendent evaluation process should be part of the local orientation provided by your Board and superintendent.

- *How do I approach the superintendent about a concern?*

You can always bring an issue up in committee if the suggestion is part of the business of a committee you sit on. If your suggestion needs to be discussed by the entire Board and voted on, it should be added to an upcoming agenda. You should feel free to contact the superintendent, or the Board president, to discuss your idea and have it either put on the agenda or referred to committee.

If you are tactful and ask thoughtful questions about the way the Board currently operates and why, you will minimize the effect of appearing "pushy" when making a suggestion. If your suggestion relates to how the district operates, you should first ask yourself if you are getting too involved in the operation of the school. Even so, if done tactfully, the superintendent should not mind discussing how the school district functions and be open to new ideas.

Even more importantly, the superintendent will appreciate open, honest and direct communication from you. If you have concerns about him/her or anything going on in the district, establishing a healthy two-way communication whereby you can respectfully discuss differences will go a long way in gaining the respect of your superintendent.

*How should Boards and superintendents establish priorities?*

The board and superintendent should work together to set priorities for the district. Priorities can establish goals for the budget, determine new educational programs, and ensure adequate

services are available to students. The board and superintendent should set aside time to define their proper roles within each of these areas.

The superintendent acts as an adviser to the board in establishing its priorities. He or she identifies the current needs of the district, suggests a process, supplies information to the board, makes recommendations and develops strategies for implementing the priorities. Boards make the final determination of priorities for the schools.

#### AASB MISSION

To advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

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