Resolution No. 6179

Adopting the Superintendent's Goals for 2020-2021

RESOLUTION

The Portland Public Schools Board of Education adopts the attached Superintendent Goals for the 2020-2021 school year.

**Portland Public Schools
Board of Directors'
Superintendent's Performance Evaluation**
for School Year 2020-2021

SUPERINTENDENT ANNUAL EVALUATION

In 2019-2020, the Board adopted an evaluation tool that acknowledged the complexity of the role of the Superintendent while, at the same time, setting and maintaining performance expectations for students at all levels within Portland Public Schools.

> *The board wishes to reaffirm its commitment to the existing **Student Performance Goals**. While the board is affirming and expanding its commitment to the **Student Performance Goals**, we must also acknowledge that the system and the larger community are in the midst of a pandemic and unprecedented shifts in how we serve our students.*

Given the pandemic and the unprecedented changes in education, we plan to use the 2020-2021 school year to gather baseline data on the **Student Performance Goals** which we will use to set targets for the coming academic year (2021-2022). There will be regular reporting on this data to the board at least quarterly. The four Board goals will be reintroduced in the 2021-2022 performance evaluation.

Therefore, for the 2020-2021 academic year, the superintendent evaluation framework will be based on the **8 Leadership Standards** identified in the 2020 superintendent evaluation workbook published by the **Oregon School Board Association** and the **Coalition of Oregon School Administrators.** These will be equally weighted and scoring will be done using this scale provided by the Oregon School Boards Association:

SCORES BETWEEN:	PERFORMANCE LEVEL:
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 – 2.4	Developing
0.0 - 1.4	Ineffective

Superintendent Performance Standards derived from the Oregon School Boards Association (2020)

Leadership Standard #1: Visionary Leadership

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

1.1 Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities 1.2 Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision 1.3 Implements the district's continuous improvement plan and communicates its progress	1.4 Makes progress on PPS's Racial Equity and Social Justice strategy, with a focus on the professional development strategies in the RESJ framework by 　1. Hiring and retaining teachers and principals of color 　2. Taking a holistic approach across the District to the review of our building names, our cultural icons, including statuary, art and artifacts 1.5 Demonstrate a focus on improving student achievement for Black and Indigenous students

Ineffective	Developing	Effective	Accomplished
Little or no evidence exists of a district vision implemented in the work of the district. Actions, staffing and resources have little connection to a vision. It is difficult to know what the district stands for.	References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision. Is engaged in learning and occasionally incorporates innovative ideas to support the vision.	Articulates the vision of the district in writing and speech. Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision. Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission of the district. The district vision is focused on student learning.	Articulates a clear and coherent vision for the district through words and actions. Exhibits the disposition of a learner, practices and applies new learning to further the vision/mission 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 learning and articulates the excellence that distinguishes student performances throughout the district.

Summary Rating

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

Leadership Standard #2: Ethics and Professional Norms

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

2.1 Ensures a system of accountability for every student's academic and social success	2.3 Safeguards the values of democracy, equity and diversity
2.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior	2.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling

Ineffective	Developing	Effective	Accomplished
Actions and intentions are not always grounded in shared district values. Has demonstrated inconsistent or unethical behavior and does not always stand by his or her word. Is not self-aware and does not reflect on his or her 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 and social justice by raising rigor for all and simultaneously closing opportunity gaps. Demonstrates a high level of self-awareness and regularly reflects on practice to improve.

Summary Rating

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

Leadership Standard #3: Inclusive District Culture

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to and influencing the larger political, social, economic, legal and cultural context. The superintendent ensures that equity is centered in all district planning and action.

3.1 Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture that actively recruits and retains teachers, administrators and central office staff of color 3.2 Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student	3.3 Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff

Ineffective	Developing	Effective	Accomplished
Planning is centered on the dominant culture. Data is presented in aggregate. Engagement activities are not differentiated to elevate the voices of underserved communities.	Planning remains centered on the dominant culture with differentiation for legally required student groups (e.g. special education or emergent bilingual students). Data reporting is primarily focused on aggregate performance with occasional disaggregation. Occasional or inconsistent efforts to engage underserved communities.	Consistent evidence of centering underserved students in planning activities. Data is regularly disaggregated in reporting and planning documents aligned to traditional state and federal reporting requirements.. Consistent and intentional efforts to engage underserved communities.	Consistent evidence of centering underserved students in the planning, budgeting, and monitoring of student experience and learning. Data is regularly disaggregated in reporting and planning documents and extends beyond state and federal reporting requirements and includes (where appropriate and possible) disaggregation that supports understanding of intersectionality. Consistent and intentional efforts to engage underserved communities as establishing a culture of collective efficacy with the community.

Summary Rating

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

Leadership Standard #4: Culturally responsive instructional leadership and improvement

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

4.1 Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership 4.2 Implements coordinated systems of support, including coaching and professional development for staff	4.3 Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership 4.4 Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained

Ineffective	Developing	Effective	Accomplished
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 culturally sustaining teaching and learning as the organization's primary strategic objective. Creates an organizational culture attentively focused on culturally sustaining teaching and learning that grows and evolves. Creates clear and systemic systems for curricular alignment to standards that result in curricula and assessments of exceptional quality.

Summary Rating

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

Leadership Standard #5: Communications and Community Relations

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every 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, responding to feedback and building support for and engagement with the district.

5.1 Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups 5.2 Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning	5.3 Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs 5.4 Goes beyond the district and local community to advocate for students at the county, regional and/or state level

Ineffective	Developing	Effective	Accomplished
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 the staff of 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 clear and effective. Most 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.

Summary Rating

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

Leadership Standard #6: Effective Organizational Management

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

6.1 Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success 6.2 Establishes productive relationships with associations while managing labor relations and contract effectively 6.3 Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning	6.4 Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity 6.5 Creates systems which track and improve the environmental sustainability of district practices

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Is antagonistic toward union leadership, doesn't work to improve relations.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Is proactive in sharing information and purposely avoids conflict.	Puts in place systems and staff that create environments that inspire learning and that are highly reliably safe. Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating

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

Leadership Standard #7: Effective Fiscal Management

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

7.1 Develops a proposed budget in accordance with board priorities and district direction 7.2 Manages the equitable implementation of district resources aligned with the budget adopted by the board	7.3 Communicates the budget priorities and ensures regular updates on implementation of the budget

Ineffective	Developing	Effective	Accomplished
Irresponsibly and imprudently manages the fiscal aspects of the organization.	Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Summary Rating

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

Leadership Standard #8: Policy, Advocacy and Governance

The superintendent engages stakeholders in the development of the district strategic plan and works with the board to align policy and budgetary resources to execute the plan. The superintendent also advocates at the local, regional and national levels on the behalf of the system.

8.1 Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations 8.2 Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district	8.3 Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders

Ineffective	Developing	Effective	Accomplished
The superintendent does not value or show evidence of an effort to establish the conditions necessary for collaborative decision making and does not show evidence of advocacy on the behalf of the system.	The superintendent implements plans in compliance with national, state, and local policy, laws, rules and regulations. The superintendent inconsistently participates in advocacy at the state or regional level.	The superintendent works collaboratively with the board to implement plans in compliance with national, state, and local policy, laws, rules and regulations. The superintendent engages in a regular pattern of advocacy at the state and regional level.	The superintendent engages the board and larger community in the development and implementation of plans in compliance with national, state, and local policy, laws, rules and regulations. The superintendent engages in a regular pattern of advocacy at the state and regional level and shows evidence of proactive advocacy on key issues.

Summary Rating

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

Overall SY 2020-2021 Superintendent Performance Evaluation

Priority Leadership Standards & Performance Goals	Each member ranks each indicator 1-4 according to the rubrics above							Subtotal	Average
	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7		
Visionary Leadership									÷ 7 = ____
Ethics and Professional Norms									÷ 7 = ____
Inclusive District Culture									÷ 7 = ____
Culturally Responsive Instructional Leadership and Improvement									÷ 7 = ____
Communications and Community Relations									÷ 7 = ____
Effective Organizational Management									÷ 7 = ____
Effective Financial Management									÷ 7 = ____
Policy, Governance and Advocacy									÷ 7 = ____
Final Summary Rating for the 2020-2021 Academic Year								SUBTOTAL:	
								DIVIDED BY **8** AREAS EQUALS FINAL PERFORMANCE LEVEL:	