

## Introduction

The quality of administrative leadership has a direct effect on the district's ability to create dynamic organizations, which inspire staff, students and community to create environments rich in learning. Furthermore, since the achievement of school and district goals is impacted significantly by the quality of administrative leadership, it is incumbent upon the district to assess its administrators and supervisors on an annual basis.

### 1.1 Primary Focus for Evaluation

The evaluation process has as its primary focus continuous improvement and accountability. Through such a process:

1.2 Each leader becomes more accountable and committed to enhancing the district's learning environments.

1.3 Administrators and supervisors should acquire a better understanding of their own leadership and management strengths, thereby enabling them to become more capable assessors of their own performance and growth needs.

### 2.1 Goal Oriented Process

The assessment process should be goal oriented and support district and school priorities where appropriate.

2.2 The process should also contribute to positive communication between each administrator and supervisor through a focus on improving instructional leadership.

2.3 Engaging in meaningful dialogue about leadership and management practices should strengthen each administrator's and supervisor's commitment toward the profession and toward the success of his or her staff and students.

### 3.1 Review and Goal Setting

Each evaluation will be conducted based upon procedures and standards contained herein.

3.2 Annually, administrators and supervisors, collectively, will review this policy.

3.3 Annually, administrators and supervisors, collectively, will identify goal setting area(s) of focus appropriate for particular administrative positions.

#### 4.1 Licensed Administrator Evaluation Process

4.2 Upon employment with the School District, and for each subsequent school year, licensed administrative staff will be issued an individual contract indicating contract status, assignment and other pertinent information.

4.3 Each new administrator to the school district will be a probationary administrator for the first three years of employment as an administrator.

4.3.1 Upon starting with the district each new administrator will complete an entry goal setting process utilizing the **Administrator Goal Setting Plan**.

4.3.1.1 Those entry goals will be reviewed with the evaluator.

4.3.2 The appropriate long format evaluation will be completed by February 28 of first year.

4.3.3 For each of the next two years, the administrator will establish a set of goals with the evaluator using the **Administrator Goal Setting Plan**.

4.3.3.1 The evaluator will complete an evaluation using the appropriate long format evaluation.

4.3.3.2 The evaluations will be completed by February 28 of each year.

4.3.4 Upon successful completion of three years of evaluation, probationary administrators would move to contract status on an affirmative vote of the Board of Directors.

4.3.5 Should a probationary administrator not be performing satisfactorily, the administrator will be provided appropriate assistance.

4.3.5.1 Should performance not improve, the superintendent may recommend to the Board that the administrator's contract not be extended.

4.4 Contract Status. Once gaining contract administrator status, long format evaluations will be conducted once every four years.

4.4.1 In the three years between long format evaluations, each administrator will establish goals in collaboration with the evaluator using the **Administrator Goal Setting Plan**.

4.4.1.1 A short format evaluation will be completed with the evaluator with the supervisor by February 28 annually.

4.4.1.2 When a contract administrator moves to a new position, the administrator will complete a long format evaluation during the first two years in the new position.

4.4.2 Administrators on contract status are granted a 3-year contract

4.4.2.1 Administrators may have their contracts extended for a new 3-year period by an affirmative vote of the School Board by March 15 of the second year of the 3-year contract.

4.4.3 Should a contract administrative not be performing at the desired level, the Board may choose, with notice by March 15<sup>th</sup> of the second year, not to extend the administrator's contract.

4.4.3.1 If non-extended, the administrator may be placed on a program of assistance for improvement by the superintendent.

4.4.3.2 By March 15<sup>th</sup> of the 3<sup>rd</sup> of the contract, the School Board may vote to extend the administrator's contract by issuing a new three-year contract

4.4.3.2.1 Should the Board vote to not offer a new contract, employment would end at the conclusion of that year.

## 5.1 Classified Supervisors Evaluation Process

5.2 Upon employment with the School District and for each subsequent school year, classified administrative staff will be issued an individual contract.

5.3 Annually, supervisors will complete a goal setting process in collaboration with their evaluator using the **Administrator Goal Setting Plan**.

5.4 Evaluations will be completed annually by February 28<sup>th</sup> using the **Administrator Goal Setting Plan** and the appropriate long format for the first three years of employment and once every four years following three successive years of positive evaluations.

5.3.1 In the interim years, the **Administrator Goal Setting Plan** and completion of short form evaluation will be concluded.

## 6.1 Appraisal Criteria

The following are the standards on which evaluations are based:

6.2 Instructional Leadership (Building and District Administrators)/Leadership (Department Supervisors)

6.3 Information and Analysis

6.4 Strategic Quality Planning

6.5 Customer focus

6.6 Human Resources

6.7 Management of Processes

6.8 Operational Results

END OF POLICY

Legal References:

ORS 192.660 (1) (i)

ORS 332.505

ORS 342.513

ORS 342.815

ORS 342.835

ORS 342.845

ORS 342.850

OAR 581-022-1720

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