

## Cañon City School District Superintendent Evaluation Process

(2021 Version)

**Philosophical Statement:** Taking into consideration the depth to which efforts have been made to create high-quality teacher and administrator evaluation processes, and how Cañon City School District employees are comprehensively evaluated on an annual basis, we as a Board of Education believe there should be specific expectations and standards we can hold our superintendent to. As a result, we have created this process by which we'll review the work performance of the superintendent of schools on an annual basis, with a focus on identifying areas in which he or she excels, as well as an emphasis on identifying areas in which he or she might continue to grow professionally.

**Process Description:** This evaluation will be conducted on an annual basis to coincide with the Board of Education's duty to renew, extend, or non-renew the superintendent's employment contract. The superintendent will first complete a self-reflection evaluation to share with the Board, then each individual board member will complete this document, taking into consideration feedback solicited formally and informally from staff members, parents, and community members. The Board will then work together to create a final single document to be shared with the superintendent at the time of his or her annual performance review.

**Timelines:** Each year near the end of January, feedback from staff and community will be solicited through a survey. The superintendent of schools will complete a self-evaluation and submit a copy of it to each individual Board member in time for the first meeting in February. This evaluation form will then be completed by each individual board member. A final document will be compiled by the Board, collaboratively, and those results will be shared with the superintendent during a work session prior to the second February meeting and before a contract decision is made by the board of education before the first day of March.

**Inclusive Bodies of Evidence:** It is expected the board of education, as a unified body, will solicit both formal and informal feedback about the superintendent's work performance from staff, parents, and community members as it relates to the specific job-related roles and duties outlined by the Board of Education in this document.

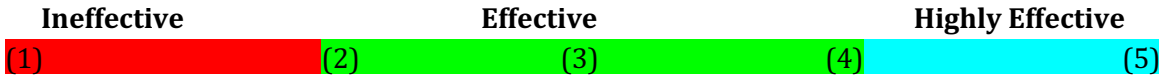
**Scoring:** Each performance indicator will be scored based on specific itemized job expectations relating to each role expectation. A final overall rating of Ineffective, Effective, or Highly Effective will be determined by the Board of Education. ***It is understood this final indicator will carry absolutely no weight in regard to the board's decision to renew, extend, or non-renew the superintendent's contract.*** It is further understood the purpose of this process is to provide an avenue by which the Board of Education and superintendent of schools can agree to the specific roles the superintendent will fulfill in the operation of the district, and a way in which the Board of Education might specifically commend the superintendent of schools for work well done while also clearly outlining areas in which the superintendent of schools should focus his or her energy toward improvement.

## **The Agreed Upon Role of the Superintendent of Schools**

1. To fully and transparently support the Board of Education in its governance of the school district.
2. To establish and operate a district-level collaborative leadership process that includes key participants from within and outside the school district to guide the development of and monitor progress made toward the district's vision and academic improvement.
3. To codify a shared vision, mission, set of core beliefs, and graduate profile, keep them up to date, then consistently communicate and promote them throughout the entire educational community.
4. To ensure every teacher in every subject area at every grade level has the resources needed to teach a rigorous teacher-mapped curriculum aligned to state standards.
5. To ensure high-quality instruction is taking place and learning results are used to guide instructional improvement by measuring and analyzing student learning both formatively and summatively.
6. To support building administrators in their efforts to guide instructional improvement through the provision of quality leadership development and useful evaluative feedback.
7. To guarantee all teachers are guided by an effective instructional leader who supports their professional growth and development so they deeply engage all students in learning and students grow academically
8. To effectively, efficiently, and collaboratively allocate resources, align their use to support the vision, secure additional ones to achieve goals, and ensure the effective performance of the instruction, special services, human resources, business services, operations, student services, and technology departments.
9. To deeply engage all aspects of the community to support the district in achieving its vision and to advocate for the greater financial and political interests of the school district at all levels.
10. To develop trust-based and collaborative relationships with all employee groups, to actively recruit and retain high-quality employees, continually develop personnel to serve in leadership positions in the future, and constantly plan for seamless transitions when necessary.

**Indicator 1:**

***To fully and transparently support the Board of Education in its governance of the school district.***



***Description of Ineffective Performance:***

There is very little evidence of this.

***Description of Effective Performance:***

The superintendent generally provides for the review of board policies, usually prepares necessary items and information for board meetings, often answers board member requests for information in a timely manner, ensures most meetings are conducted in a lawful manner, often communicates items of district importance and interest to the board, occasionally communicates the work of the board to the school community, and generally makes sure the proper chain of command is followed before items of concern reach the board of education.

***Description of Highly Effective Performance:***

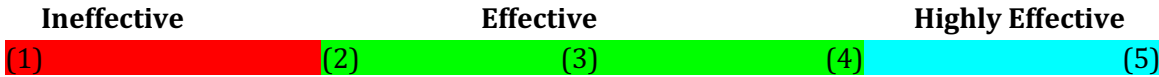
The superintendent ensures board policies are constantly reviewed, revised, and updated, always prepares necessary items and information for board meetings in advance, always follows up on board member requests for information in a timely manner, ensures all meetings are conducted lawfully, regularly and effectively communicates items of district importance and interest to the board and the entire school community, and always ensures the proper chain of command is followed before items of concern reach the board of education.

- (I) (E) (H) Board policies are constantly reviewed, revised, and updated.
- (I) (E) (H) Prepares necessary items and information for board meetings in advance.
- (I) (E) (H) Follows up on board member requests for information in a timely manner.
- (I) (E) (H) Ensures all meetings are conducted lawfully.
- (I) (E) (H) Regularly and effectively communicates items of district importance and interest to the board.
- (I) (E) (H) Regularly and effectively communicates the work of the board to the entire school community.
- (I) (E) (H) Ensures chain of command is followed before items of concern reach the board of education.

**General Comments:**

**Indicator 2:**

*To establish and operate a district-level collaborative leadership process (Compass) that includes key participants from within and outside the school district to guide the development of and monitor progress made toward the district's vision and academic improvement.*



**Description of Ineffective Performance:**

There is very little evidence of this.

**Description of Effective Performance:**

The superintendent includes a number of key players, often holds meetings, accepts input from participants, creates action plans to work toward improvement, and sometimes implements those plans as designed.

**Description of Highly Effective Performance:**

The superintendent has identified, recruited, and includes district staff leaders and key community stakeholders on the team, holds regular and purposeful meetings, solicits input from team participants and acts on their recommendations, creates effective action plans to work toward improvement, implements plans as designed, and develops, revises, and implements an annual process to measure progress toward goals, secures input from staff, students and community in measuring progress.

- (I) (E) (H) Ensures team meets regularly and has purposeful agendas.
- (I) (E) (H) Identifies, recruits, and includes district staff leaders and key community stakeholders.
- (I) (E) (H) Solicits input from team participants and acts on their recommendations.
- (I) (E) (H) Creates effective action plans to work toward improvement.
- (I) (E) (H) Implements plans as designed.
- (I) (E) (H) Develops, revises, and implements an annual process to measure progress toward goals.
- (I) (E) (H) Secures input from staff, students and community in measuring progress.

**General Comments:**

### Indicator 3:

*To codify a shared vision, mission, set of core beliefs, and graduate profile, keep them up to date, then consistently communicate and promote them throughout the entire educational community.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

#### **Description of Ineffective Performance:**

There is very little evidence of this.

#### **Description of Effective Performance:**

The district has a vision, mission, a set of core beliefs statements, and the makings of a graduate profile that was somewhat created collaboratively and is generally communicated throughout the educational community, and some staff members adhere to them.

#### **Description of Highly Effective Performance:**

The district's vision, mission, core beliefs, and graduate profile are created and agreed upon by key staff and community stakeholders, revisited for relevancy on an annual basis, and adjusted or changed when necessary. They are also clearly and consistently communicated by the superintendent, promoted throughout the entire educational community, and it is evident they are being adhered to at all levels of the educational system.

- (I) (E) (H) Vision, mission, core beliefs, and graduate profile are collaboratively created and . . .
- (I) (E) (H) Revisited on an annual basis and adjusted to ensure relevance when necessary.
- (I) (E) (H) Communicated and consistently promoted throughout the entire educational community.
- (I) (E) (H) Are being adhered to at all levels of the educational system.

#### **General Comments:**

#### Indicator 4:

*To ensure every teacher in every subject area at every grade level has the resources needed to teach a rigorous teacher-mapped curriculum aligned to state standards.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

#### **Description of Ineffective Performance:**

There is very little evidence of this.

#### **Description of Effective Performance:**

The superintendent provides teachers with a curriculum covering many subject areas at most grade levels, most teachers have been trained in how to access and use the curriculum, most teachers have adequate resources needed to teach the curriculum, and many teachers are instructing the curriculum.

#### **Description of Highly Effective Performance:**

The superintendent facilitates the development of an up to date, standards-aligned, well designed, rigorous teacher-mapped curriculum covering all subject areas at all grade levels. The curriculum is readily accessible to each teacher, and all have been trained on how to access and use it. All teachers have access to and use engaging resources with which to teach the curriculum as intended, and there's clear evidence they faithfully instruct the curriculum as designed.

(I) (E) (H) A rigorous teacher-mapped, standards-aligned curriculum is available in all subject areas in all grades.

(I) (E) (H) The curriculum is readily accessible to each teacher.

(I) (E) (H) The curriculum is consistently updated and checked for alignment to standards.

(I) (E) (H) Teachers are trained on how to access and apply the curriculum.

(I) (E) (H) Teachers have access to engaging resources needed to teach and differentiate the curriculum.

(I) (E) (H) It is evident teachers instruct the curriculum in an engaging manner.

#### **General Comments:**

## Indicator 5:

*To ensure high-quality instruction is taking place and learning results are used to guide instructional improvement by measuring and analyzing student learning both formatively and summatively.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent expects that on a daily basis teachers plan for and teach to specific learning targets aligned to the district prescribed curriculum, some teachers measure student achievement of these learning targets on a daily basis, some locally developed summative assessments are used and there is some evidence teachers and administrators use these results to plan for instructional improvement.

### **Description of Highly Effective Performance:**

The superintendent ensures teachers adhere to the district *pillars of instruction* by planning for and teaching to specific learning targets aligned to the curriculum, engaging all students in lessons, by measuring student achievement of learning targets on a daily basis, and by adjusting instruction if it is evident students have not achieved the target. Additionally, locally developed summative assessments are used to measure student knowledge of and long term retention of skills taught, and it is evident teachers and administrators use results to plan for improvement.

- (I) (E) (H) All teachers plan and teach specific learning targets on a daily basis.
- (I) (E) (H) Learning targets are aligned to the district curriculum.
- (I) (E) (H) Teachers actively engage all students in daily lessons.
- (I) (E) (H) Teachers assess student learning of targets on a daily basis, both informally and formally.
- (I) (E) (H) Locally developed summative assessments are occasionally used to measure student knowledge and retention of skills taught.
- (I) (E) (H) Assessment results are analyzed and used to plan instructional improvement.

### **General Comments:**

## Indicator 6:

*To support building administrators in their efforts to guide instructional improvement through the provision of quality leadership development and useful evaluative feedback.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent expects principals to solicit building level staff member input regarding the implementation of staff development, improvement processes, and the direction of the building as a whole, expects principals to conduct some formal classroom instructional observations, expects principals to effectively evaluate teachers on an annual basis, and evaluates the performance of each building.

### **Description of Highly Effective Performance:**

The superintendent ensures principals solicit building level staff input regarding the implementation of professional development, instructional and operational improvement processes, and the direction of the building as a whole. The superintendent ensures building leaders conduct all classroom instructional observations as required by district policy, and provide teachers with supportive feedback as a result. The superintendent ensures principals effectively evaluate every teacher on an annual basis by implementing the district licensed personnel performance evaluation system in good faith and ensures the instructional performance of each building is evaluated on an annual basis, based on clearly defined district-level expectations.

*The superintendent ensures . . .*

- (I) (E) (H) Principals solicit staff member input regarding staff development.
- (I) (E) (H) Principals solicit staff member input regarding improvement processes.
- (I) (E) (H) Principals solicit staff member input about the direction of the building as a whole.
- (I) (E) (H) Principals conduct all instructional evaluations required by policy.
- (I) (E) (H) Principals provide teachers with feedback that leads to improved instruction.
- (I) (E) (H) Principals ensure the evaluation of every staff member occurs annually as required by district policy.
- (I) (E) (H) The instructional performance of each building is evaluated on an annual basis based on clearly defined district-level expectations.

### **General Comments:**



## Indicator 7:

*To guarantee all teachers are guided by an effective instructional leader who supports their professional growth and development so they deeply engage all students in learning and students grow academically.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent communicates district expectations to each principal, observes classroom instruction with them, surveys staff members about the leadership performance of the principal, and evaluates them on an annual basis.

### **Description of Highly Effective Performance:**

The superintendent clearly communicates district and building level expectations to each principal, guides their continual professional development, observes classroom instruction with them, and supports them at becoming more effective in the feedback they offer to teachers. The superintendent also surveys staff, students, and parents about the direction of the school and uses these results to guide further professional improvement for the principal and to comprehensively evaluate them on an annual basis by implementing the district licensed personnel performance evaluation system in good faith.

*The superintendent . . .*

- (1) (E) (H) Clearly communicates district and building level expectations to each principal.
- (1) (E) (H) Guides the continual professional development of each principal.
- (1) (E) (H) Observes classroom instruction with principals.
- (1) (E) (H) Supports principals to become more effective in the feedback they offer to teachers.
- (1) (E) (H) Surveys staff, students, and parents about the leadership performance of the principal and uses results to guide further professional improvement for the principal.
- (1) (E) (H) Ensures each principal is comprehensively evaluated by implementing the district licensed personnel performance evaluation system in good faith and comprehensively reviewing the instructional program of the building.

### **General Comments:**

## Indicator 8:

*To effectively, efficiently, and collaboratively allocate resources, align their use to support the vision, secure additional ones to achieve goals, and ensure the effective performance of the instruction, special services, human resources, business services, operations, student services, and technology departments.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent refers to the district's facilities plan when making facilities repairs, creates an academic improvement plan, purchases instructional resources, and hires employees.

### **Description of Highly Effective Performance:**

The superintendent guides the creation of an annual academic improvement plan soliciting input from all school sites and the Compass Committee, ensures all instructional resources purchased align to the teacher-mapped curriculum and the district vision, references the district's master plan when prioritizing facilities improvements, keeps the facilities plan up to date, solicits input from operations staff before making key facilities improvement decisions, aligns district resources to achieve all instructional and operations goals, and actively seeks to secure resources to support the implementation of these plans.

(I) (E) (H) Guides the creation of an annual academic improvement plan that includes input from directors, all school sites, and the Compass Committee then aligns district resources to achieve goals.

(I) (E) (H) Ensures all instructional resources purchased clearly align with the teacher-mapped curriculum.

(I) (E) (H) References, and keeps up to date, the district's facilities master plan when prioritizing repairs and improvements.

(I) (E) (H) Solicits advice and input from directors and operations staff members before making key facilities repair and improvement decisions.

(I) (E) (H) Communicates big picture items to directors on a continual basis.

(I) (E) (H) Reviews the function and purposes of all departments and makes revisions as necessary.

(I) (E) (H) Evaluates the performance of all department leaders annually.

(I) (E) (H) Actively seeks and secures resources necessary to implement the district's plans for improvement.

### **General Comments:**

## Indicator 9:

*To deeply engage all aspects of the community to support the district in achieving its vision and to advocate for the greater financial and political interests of the school district at all levels.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent is aware of a variety of community leaders and organizations, occasionally participates in regional processes related to economic development, and generally promotes the region.

### **Description of Highly Effective Performance:**

The superintendent consistently engages with key community leaders and organizations, public service providers, and governmental entities and attends and actively participates in regional processes related to economic and workforce development. The superintendent actively works to promote the region as a place to live, work, and raise children.

(I) (E) (H) Actively engages key community leaders by participating in regional manager's meetings.

(I) (E) (H) Actively participates in regional economic and workforce development initiatives.

(I) (E) (H) Serves on regional higher education advisory councils for the purpose of expanding opportunities for students.

(I) (E) (H) Establishes and maintains positive relationships with public service organizations related to mental health, medical, human services, recreation, childcare, and tourism.

(I) (E) (H) Actively promotes the region as a place to live, work, and raise children.

(I) (E) (H) Advocates for the district's interests at the local and regional levels.

(I) (E) (H) Advocates for the district's interests at the state and national levels.

(I) (E) (H) Updates the board of education on items of interest related to this work and provides board members opportunities to advocate on behalf of the district and its children in all realms.

### **General Comments:**

## Indicator 10:

*To develop trust-based and collaborative relationships with all employee groups, to actively recruit and retain high-quality employees, continually develop personnel to serve in leadership positions in the future, and constantly plan for seamless transitions in filling important positions.*

Ineffective	Effective	Highly Effective
(1)	(2) (3)	(4) (5)

### **Description of Ineffective Performance:**

There is very little evidence of this.

### **Description of Effective Performance:**

The superintendent occasionally meets with local association leaders, accesses regional and state association resources, addresses issues that may come up around annual collective bargaining, and communicates with the school board about matters pertaining to associations and relations with them.

### **Description of Highly Effective Performance:**

The superintendent consistently meets and works collaboratively with local association leaders on a formal and informal basis, and takes advantage of regional and state association resources for the benefit of staff and students. The superintendent anticipates issues that may come up around annual collective bargaining and consistently communicates with the board about matters pertaining to associations and relations with employees. The superintendent also actively seeks to enact policies that attract and retain high-quality employees, and actively prepares staff to transition into future leadership roles.

(I) (E) (H) Consistently meets and works collaboratively with local association leaders.

(I) (E) (H) Accesses employee association resources for the benefit of staff, students, and the district.

(I) (E) (H) Anticipates issues that may come up around annual collective bargaining and positively engages with such processes.

(I) (E) (H) Consistently communicates with the school board about matters pertaining to associations and relations with them.

(I) (E) (H) Enacts policies and practices, and behaves in a way that attracts and retains high-quality employees to the district.

(I) (E) (H) Actively prepares staff to fill anticipated future leadership roles.

### **General Comments:**

**What we would like the superintendent to continue doing:**

- 1.
- 2.
- 3.
- 4.
- 5.

**What we wish the superintendent would do differently:**

- 1.
- 2.
- 3.
- 4.
- 5.

Indicator	Overall Rating				
	Score				
1.	(1)	(2)	(3)	(4)	(5)
2.	(1)	(2)	(3)	(4)	(5)
3.	(1)	(2)	(3)	(4)	(5)
4.	(1)	(2)	(3)	(4)	(5)
5.	(1)	(2)	(3)	(4)	(5)
6.	(1)	(2)	(3)	(4)	(5)
7.	(1)	(2)	(3)	(4)	(5)
8.	(1)	(2)	(3)	(4)	(5)
9.	(1)	(2)	(3)	(4)	(5)
10.	(1)	(2)	(3)	(4)	(5)

**Average Total Rating**

Ineffective	Effective			Highly Effective
(1)	(2)	(3)	(4)	(5)

Board President: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_