

COOS BAY PUBLIC SCHOOLS
BOARD OF DIRECTORS
Milner Crest Education Center
1255 Hemlock Ave., Coos Bay, OR 97420
January 23, 2017

AGENDA

- 5:30 PM** **CALL TO ORDER**
Pledge of Allegiance and Welcome
- 1.** **APPROVE AGENDA**
- 2.** **CONSENT AGENDA**
A. *Approve Temporary Hire
- 3.** **SUPERINTENDENT EVALUATION PROCESS**
- 4.** **DATA REVIEW WORKSHOP**
- 5.** **ACTION ITEMS TO CONSIDER**
A. Approve Superintendent Evaluation Process
- 6.** **ADJOURN MEETING**

The meeting location is accessible to persons with disabilities. Request for other accommodations should be made to Peggy Ahlgrim at 541-267-1310, 541-269-5366 (fax) or peggya@coos-bay.k12.or.us

* Available in packet

** Available at meeting

Visit the District's Webpage at www.cbd9.net

Upcoming Events

Date	Event
2/7	Policy Committee @ 8:00 AM at Milner Crest
2/13	Regular School Board Meeting
2/15	Policy Committee @ 8:00 AM at Milner Crest

Board Action

Position / Description

Name

Temporary Hire

1/23/2017

Reading & Mathematics
Millicoma School

Walker, Rebecka

1. STANDARD #1 — VISIONARY LEADERSHIP

Performance Indicators:

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

The superintendent:

1.1 Collaboratively develops and implements a shared vision and mission;

1.2 Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;

1.3 Creates and implements plans to achieve goals;

1.4 Promotes continuous and sustainable improvement; and

1.5 Monitors and evaluates progress and revises plans.

* 1. Rating of 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 - Ineffective:

Little or no evidence exists of a district vision implemented in the work of the school.

Actions, staffing and resources have little connection to a vision.

It is difficult to know what the school stands for.

2 - Developing:

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 new ideas to support the vision.

3 - Effective:

Articulates the vision of the school 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 mission of the district and the vision of the school.

The school vision is focused on student learning

4 - Accomplished:

Articulates a clear and coherent vision for the school through words and actions.

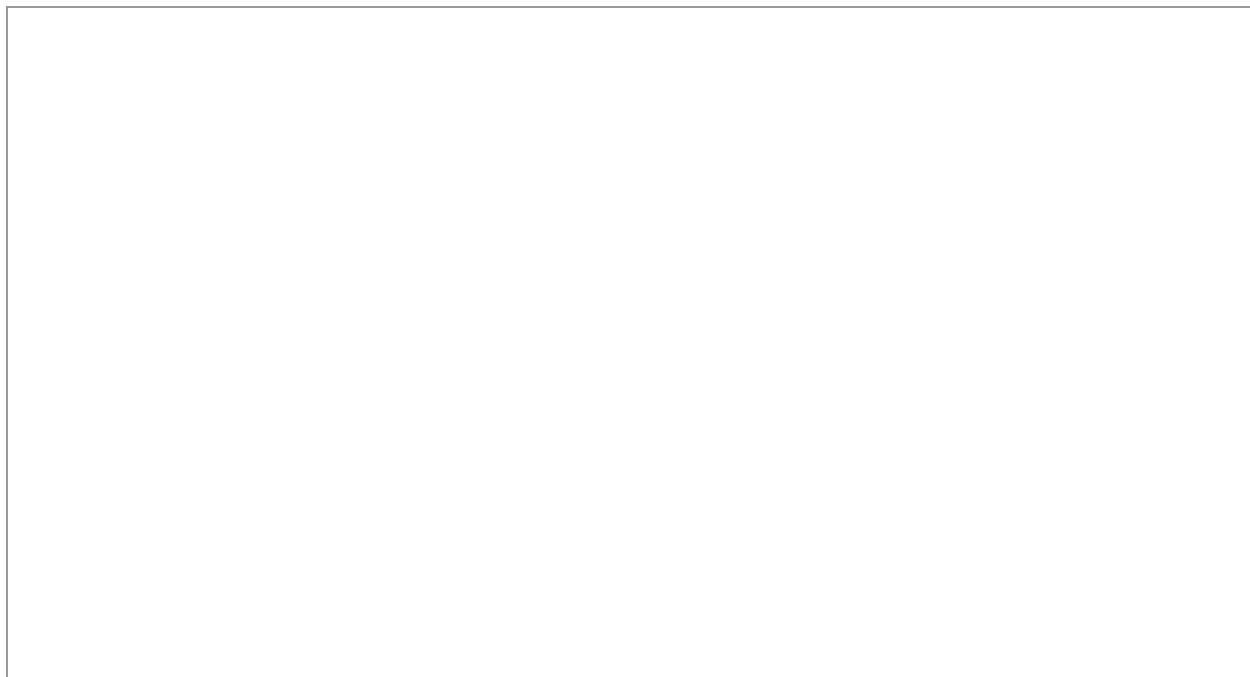
Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.

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 school.

Not Observed

* 2. Comments are required. Recommendations are optional.



2. STANDARD #2 — POLICY AND GOVERNANCE

Performance Indicators:

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

The superintendent:

2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;

2.2 Establishes procedures for superintendent/board interpersonal and working relationships;

2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools; and

2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

* 1. Rating of Standard #2: Policy and Governance

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

1 - Ineffective:
Not engaged in work related to policies nor enforces district policies.

Behavior indicates a lack of value in a healthy working relationship with the board.

Does not engage the board in the work of advancing organizational goals.

2 - Developing:
Engages minimally in policy work.

Unevenly or inequitably enforces policies.

Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.

Unevenly engages the board in the work of advancing organizational goals.

3 - Effective:
Fully engaged in policy work.

Appropriately and equitably enforces policies.

Demonstrates reasonable value of a healthy working relationship with the board.

Effectively engages the board in the work of advancing organizational goals.

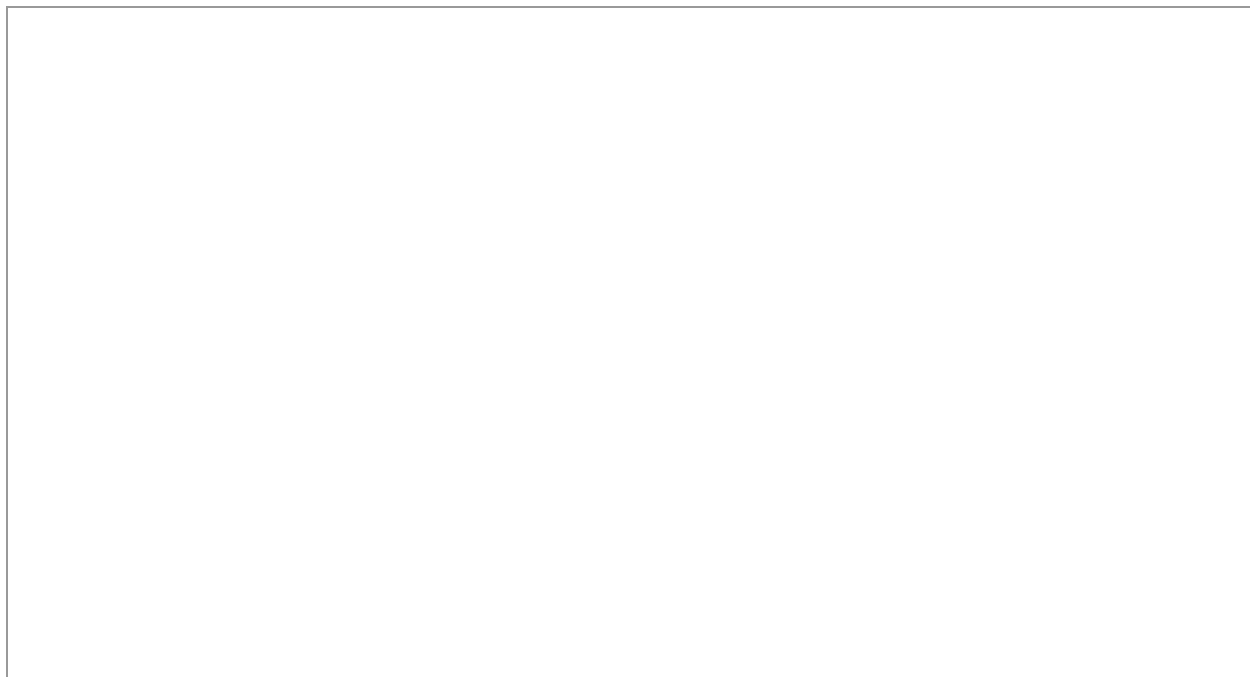
4 - Accomplished:
Develops an exemplary system of policy consideration and revision.

The district takes pride in the equitable enforcement of district policies.

Proactively and effectively engages the board in the work of advancing organizational goals.

Not Observed

* 2. Comments are required. Recommendations are optional.



3. STANDARD #3 — COMMUNICATIONS AND COMMUNITY RELATIONS

Performance Indicators:

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

The superintendent:

3.1 Develops formal and informal techniques to gain internal and external perceptions of district;

3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);

3.3 Promotes stakeholder involvement, engagement and participation in the process of schooling;

3.4 Establishes effective school/community relations, school/business partnerships and public service; and

3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media

* 1. Rating of Standard #3: 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 as a whole, responding to community feedback and building community support for and engagement with the district.

1 - Ineffective:

Ineffective in communication with staff, parents and students.

Staff and students feel undermined by the lack of leadership in the school.

Not aware of the undercurrents with staff or the school environment.

2 - Developing:

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.

3 - Effective:

Keeps staff, students and parents informed on a regular basis.

Communication with individuals and groups is seen as clear and effective.

The majority of staff and students identify positively with district leadership.

Works as a member of a district team to positively influence education decisions.

4 - Accomplished:

Communicates key information to all stakeholders in an appropriate and timely manner.

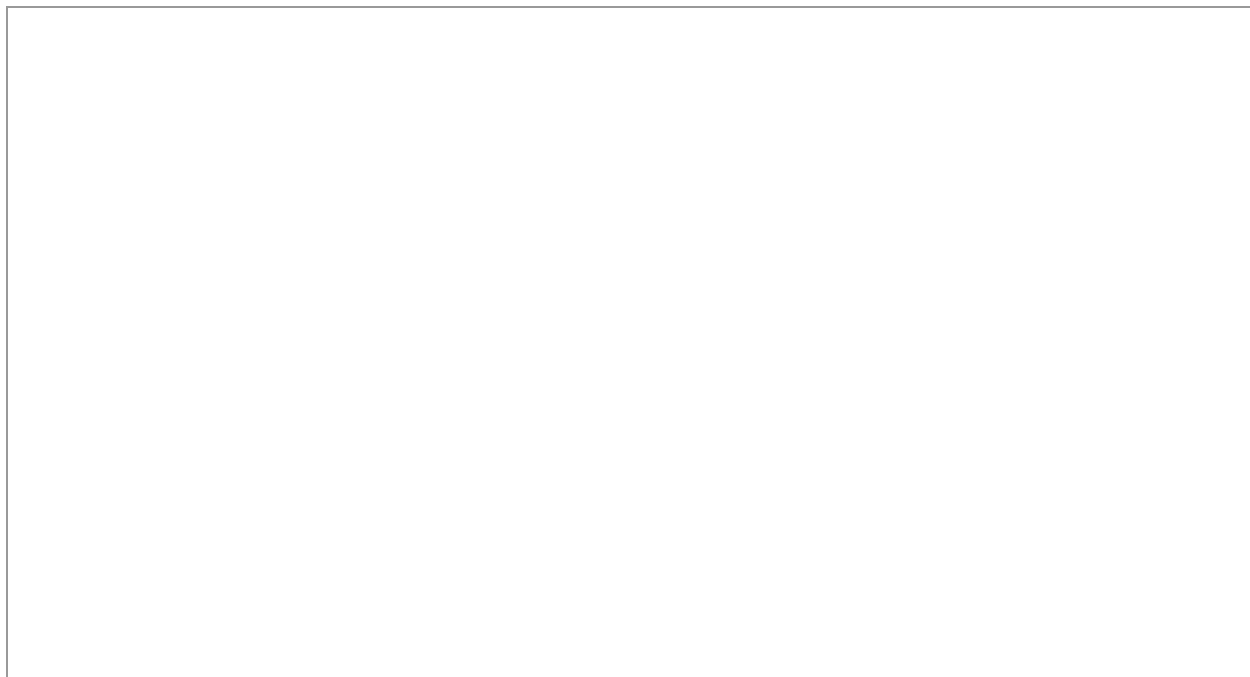
Alert to potential issues; predicts and shares possibilities with school board in advance.

Constituent groups report a positive relationship with district leadership.

Has influence in the school, district and beyond in supporting student learning.

Not Observed

* 2. Comments are required. Recommendations are optional.



4. STANDARD #4 — EFFECTIVE MANAGEMENT

Performance Indicators:

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

The superintendent:

4.1 Monitors and evaluates the management of operational systems;

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

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

4.4 Develops the capacity for adaptive leadership; and

4.5 Ensures teacher and organizational time is focused to support quality instruction and student learning.

* 1. Rating of Standard #4: Effective Management

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

1 - Ineffective:

Management of the operations of the district is poor or non-existent.

The district is disorderly, disorganized and there is a feeling that the district is "out-of-control."

Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.

2 - Developing:

Expectations for staff and students are inconsistent and not well known.

The daily operating procedures are occasionally followed but are frequently changed.

The budget does not support the district's priorities and budget category limits are not always followed.

3 - Effective:

Establishes a clear set of operating procedures for effective operation of the district.

Discipline of students is handled fairly and consequences are used to maximize student learning.

Students and staff are held accountable for their performance and conduct.

The annual budget is adhered to with only approved variances.

4 - Accomplished:

Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.

Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.

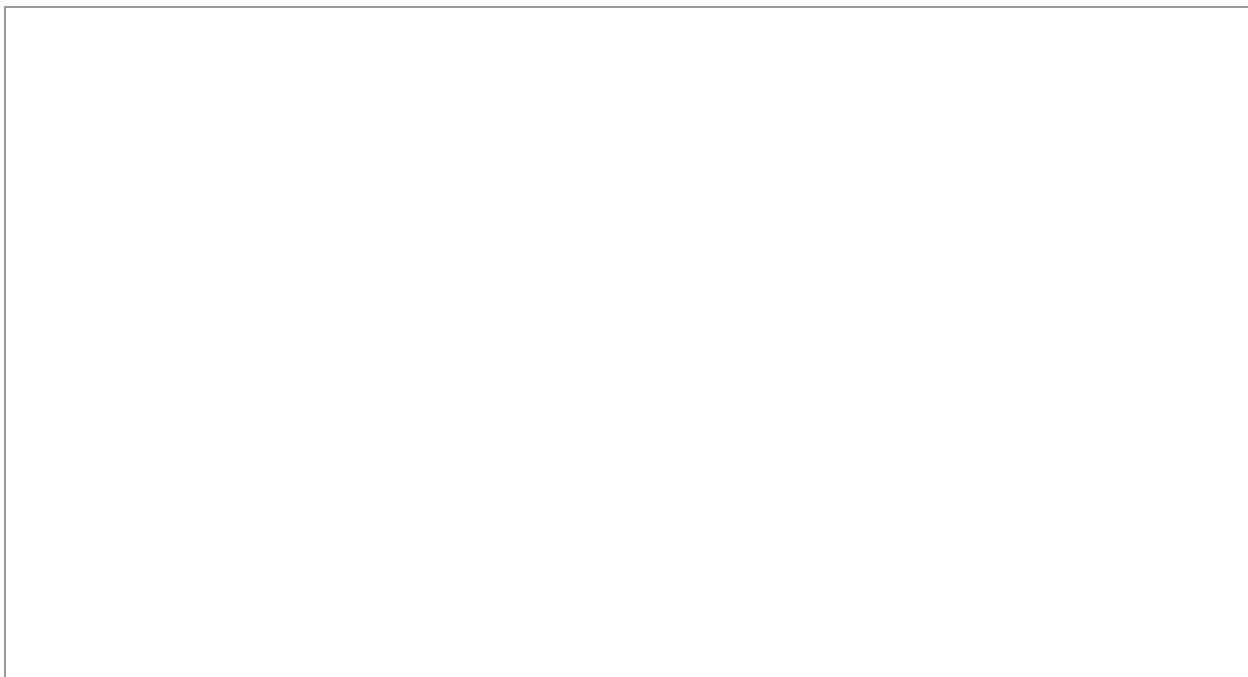
Students and staff hold each other accountable for high quality performance.

Develops and manages a budget that maximizes the learning goals of the school.

Supportive partnerships are developed and managed to enhance learning experiences.

Not Observed

* 2. Comments are required. Recommendations are optional.



5. STANDARD #5 — CURRICULUM PLANNING/DEVELOPMENT

Performance Indicators:

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

The superintendent:

5.1 Develops core curriculum design and delivery systems based on content and assessment standards and best practices;

5.2 Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;

5.3 Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;

5.4 Includes the use of computers, the Internet, distance learning and other technologies in educational programming;

5.5 Assesses student progress using a variety of appropriate techniques; and

5.6 Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

* 1. Rating of Standard #5: Curriculum Planning/Development

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

1 - Ineffective:

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.

2 - Developing:

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.

3 - Effective:

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.

4 - Accomplished:

Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.

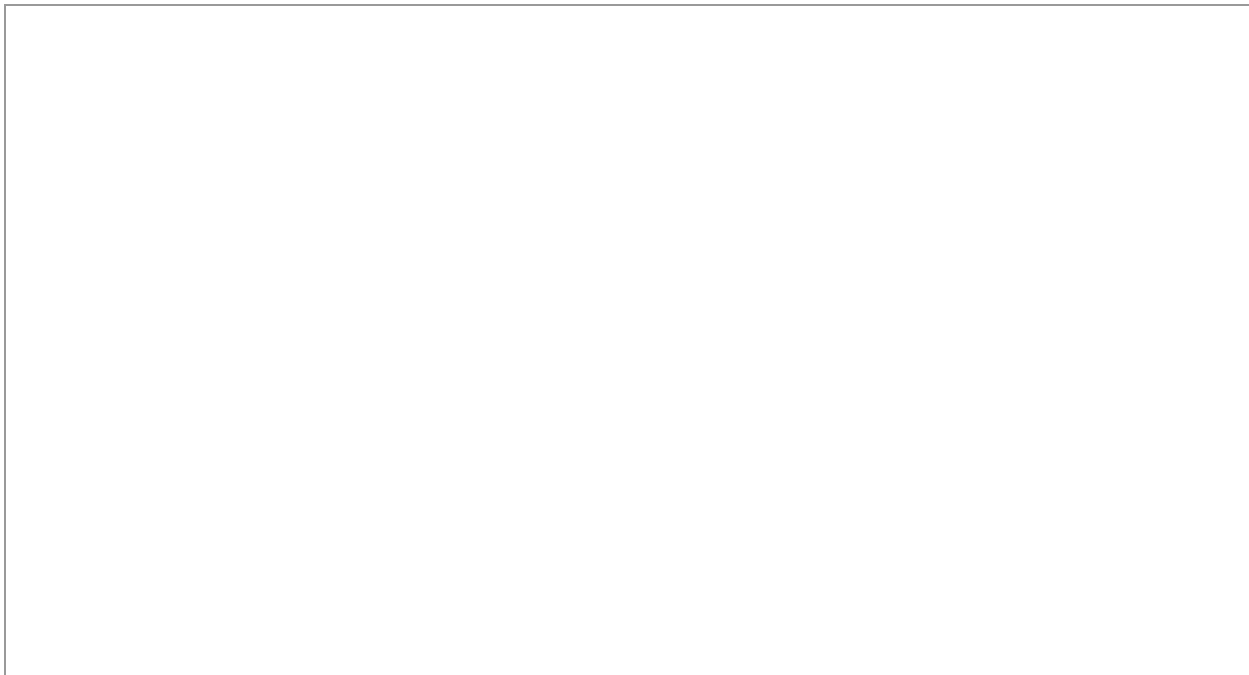
Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.

Creates clear and systemic systems curricular alignment to standards that result in curricula and assessments of exceptional quality.

Establishes personalized learning systems, unique to every student.

Not Observed

* 2. Comments are required. Recommendations are optional.



6. STANDARD #6 — INSTRUCTIONAL LEADERSHIP

Performance Indicators:

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

The superintendent:

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

6.2 Creates a comprehensive, rigorous and coherent curricular program;

6.3 Creates a personalized and motivating learning environment for students;

6.4 Supervises and supports instruction;

6.5 Develops assessment and accountability systems to monitor student progress;

6.6 Develops the instructional and leadership capacity of staff;

6.7 Maximizes time spent on instruction;

6.8 Promotes the use of the most effective and appropriate technologies

to support teaching and learning; and

6.9 Monitors and evaluates the impact of instruction.

* 1. Rating of Standard #6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes how it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

1 - Ineffective:

A shared understanding of instruction is not evident in the district.

Professional development is infrequent and is not connected to student or staff performance data.

A year-long plan for professional development of the school does not exist or is inadequate.

There are no or few effective teacher planning teams.

There is no consistent system in place for teacher observation and feedback.

2 - Developing:

Participates in professional development based on feedback and student performance data.

Participation in district-led professional development is inconsistent.

Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.

Teachers are observed and given face-to-face feedback based on the observation.

3 - Effective:

Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.

Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.

4 - Accomplished:

Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.

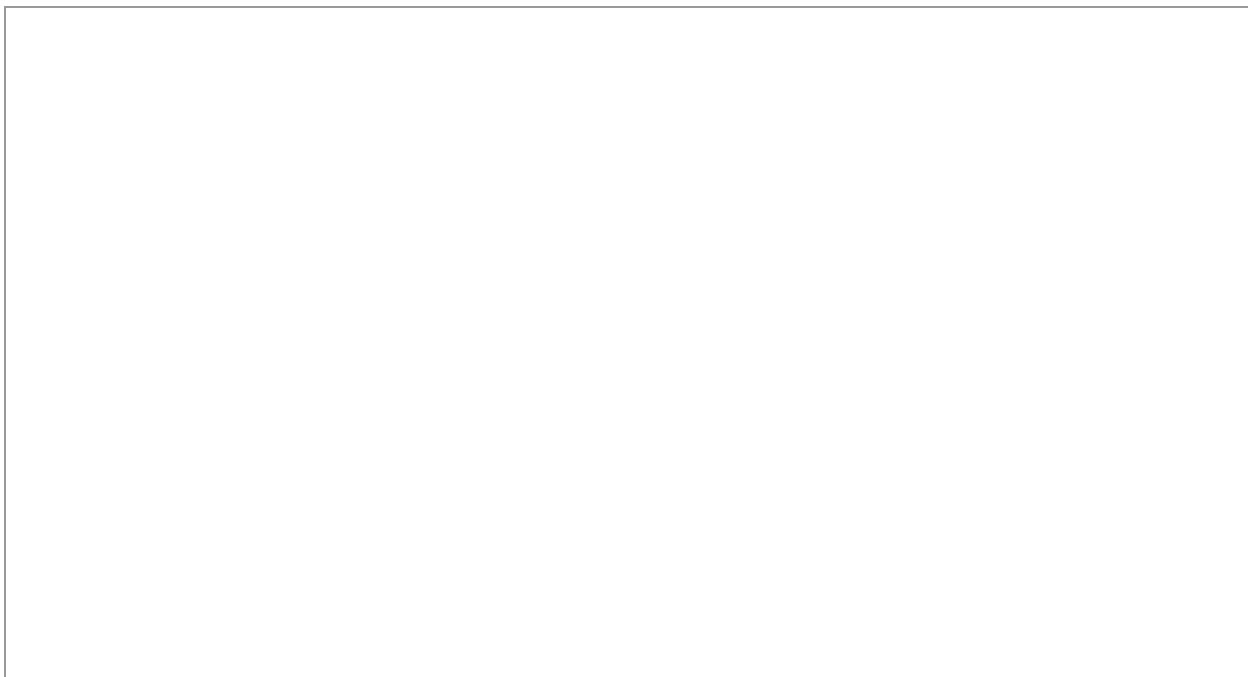
Skillfully guides, supports, nourishes and nurtures teachers in their instructional improvement.

Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.

Uses data about teaching practice to guide specific improvement efforts.

Not Observed

* 2. Comments are required. Recommendations are optional.



7. STANDARD #7 — RESOURCE MANAGEMENT

Performance Indicators:

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

The superintendent:

7.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;

7.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;

7.3 Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

* 1. Rating of Standard #7: RESOURCE 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 are able to attend and learn in quality environments staffed by quality professionals.

1 - Ineffective:
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students.

Irresponsibly and imprudently manages the fiscal aspects of the organization.

2 - Developing:
Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.

Makes avoidable errors

in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.

3 - Effective:
Puts in place systems and staff so that environments are conducive to learning and are consistently safe.

Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.

4 - Accomplished:
Puts in place systems that create environments that inspire learning and that are highly reliably safe.

Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking.

Clear and transparent systems of financial control and accountability are universally followed.

Not Observed

* 2. Comments are required. Recommendations are optional.

8. STANDARD #8 — ETHICAL LEADERSHIP

Performance Indicators:

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

The superintendent:

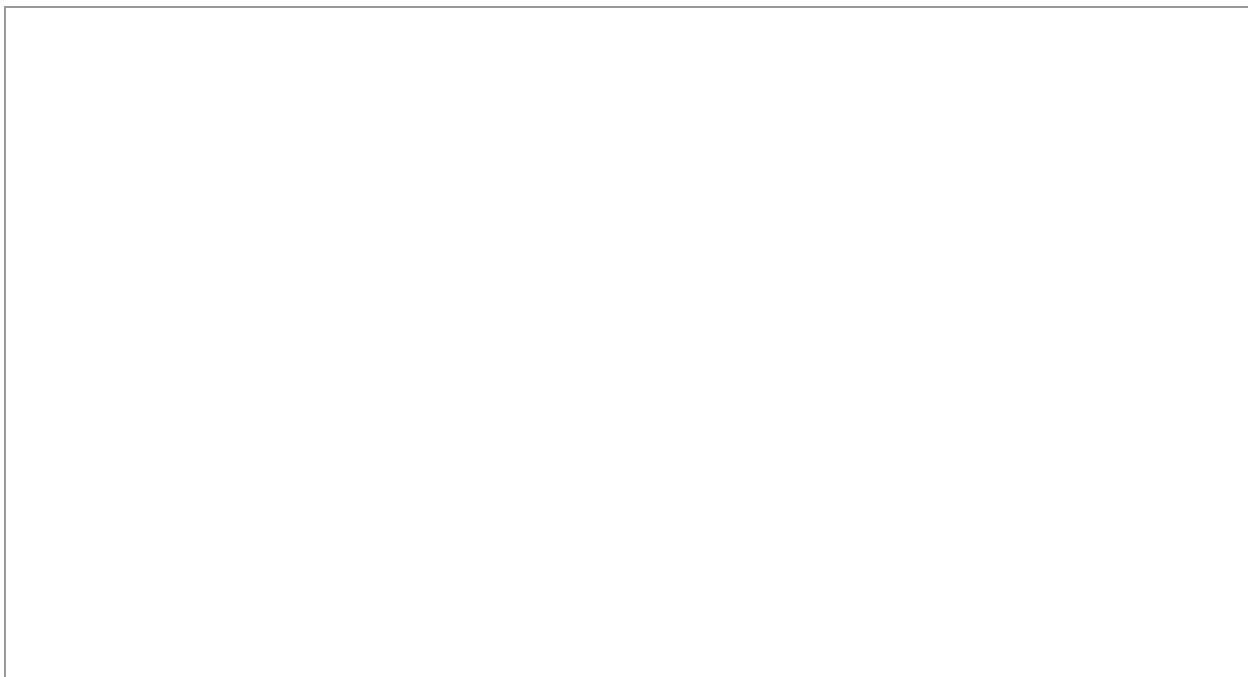
- 8.1 Ensures a system of accountability for every student's academic and social success;**
- 8.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;**
- 8.3 Safeguards the values of democracy, equity and diversity; and**
- 8.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.**

* 1. Rating of Standard #8: Ethical Leadership

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.

- 1 - Ineffective:
Actions and intention are not always grounded in shared district values.
- Has demonstrated inconsistent or unethical behavior and does not always stand by their word.
- Is not self-aware and does not reflect on their practice.
- 2 - Developing:
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.
- 3 - Effective:
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.
- 4 - Accomplished:
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.
- Not Observed

* 2. Comments are required. Recommendations are optional.



9. STANDARD #9 — LABOR RELATIONS

Performance Indicators:

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

The superintendent:

9.1 Develops bargaining strategies based upon collective bargaining laws and processes;

9.2 Identifies contract language issues and proposes modifications;

9.3 Participates in the collective bargaining processes as determined by the board;

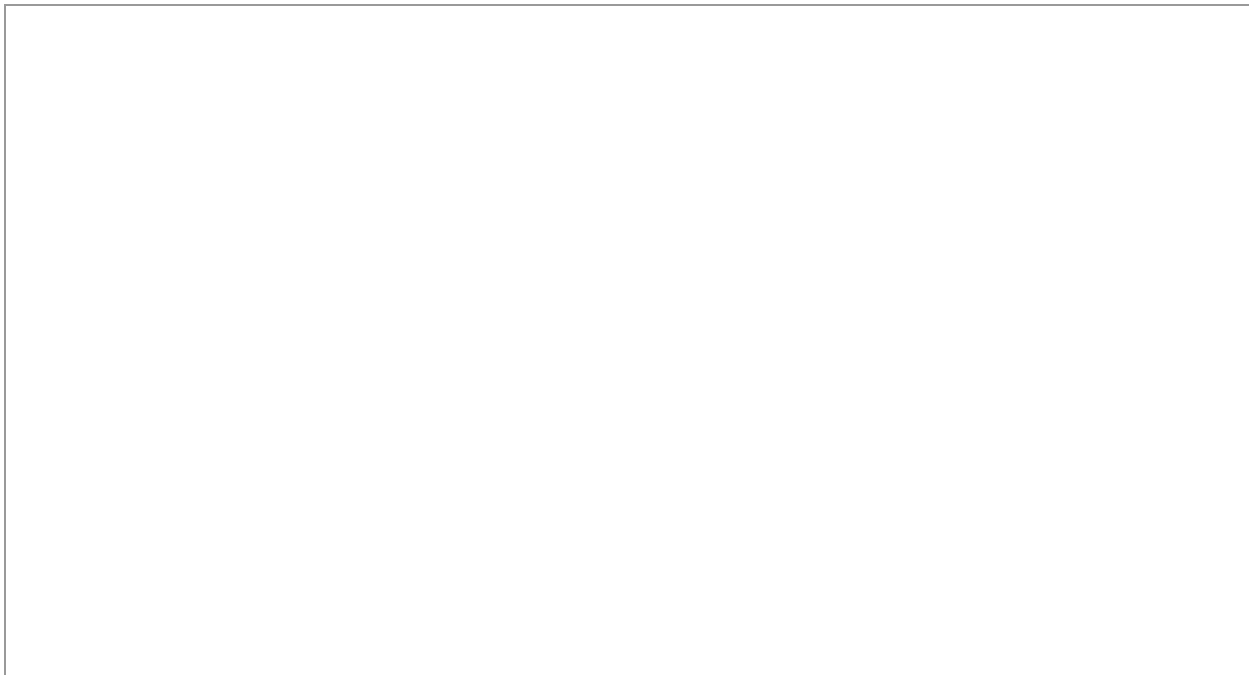
9.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

* 1. Rating of Standard #9: Labor Relations

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

- 1 - Ineffective:
Is antagonistic toward union leadership, doesn't work to improve relations.
- 2 - Developing:
Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.
- 3 - Effective:
Is proactive in sharing information and purposely avoids conflict.
- 4 - Accomplished:
Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.
- Not Observed

* 2. Comments are required. Recommendations are optional.



10. Superintendent Goal #1

Performance Indicators:

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

Proposed actions:

1.1 Administrator goal meetings with the superintendent

1.2 Staff goal meetings with building administrators

1.3 Professional development around the 8 Best Practices in Math Instruction from NCTM.

1.4 Classroom observations

1.5 Mid-term conversations

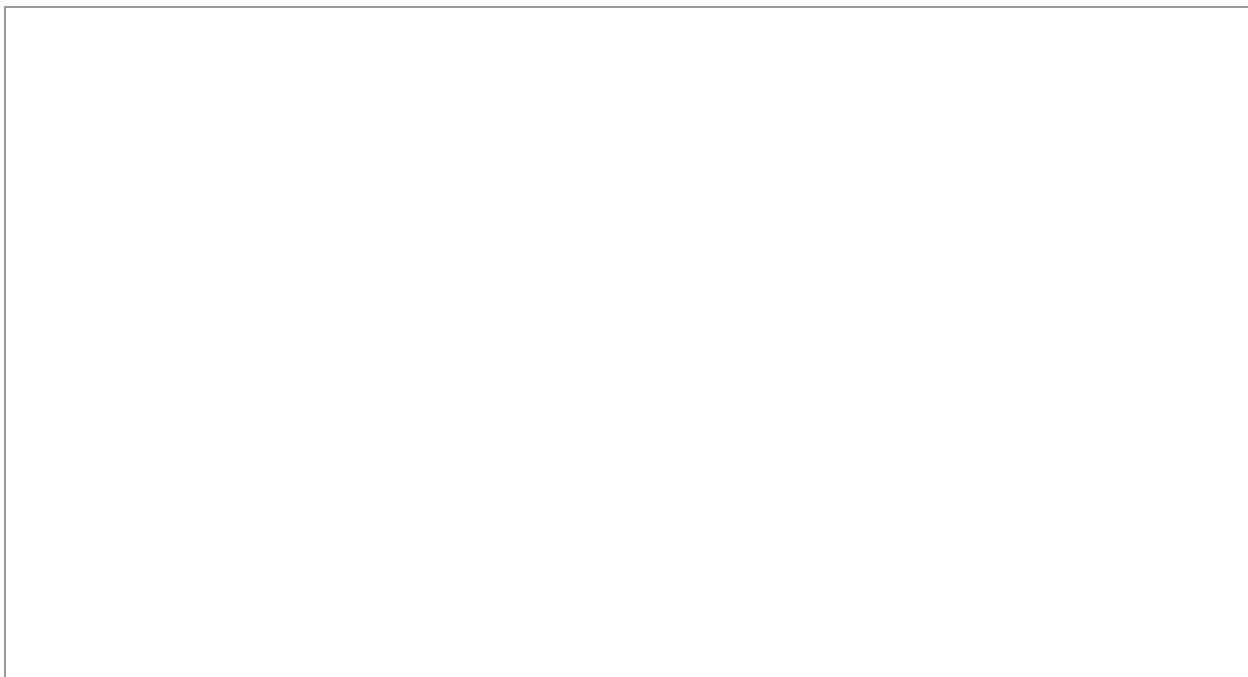
1.6 Final evaluations

* 1. Rating of Superintendent's Goal #1:

The use of the 8 Best Practices in Math Instruction from NCTM will be embedded in the goals for building administrators and math teachers for the 2016-17 school year.

- 1 - Ineffective
- 2 - Developing
- 3 - Effective
- 4 - Accomplished
- Not Observed

* 2. Comments are required. Recommendations are optional.



11. Superintendent Goal #2

Performance Indicators:

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

Proposed actions:

2.1 Weekly district-wide emails with a positive message;

2.2 Monthly School Board updated;

2.3 Superintendent will be present in every building regularly;

2.4 Positive communication posts on the district's Facebook page;

2.5 Positive communication posts on the district's webpage;

2.6 Increase positive information distributed to local media;

2.7 Start a monthly radio show with the KMHS Radio team;

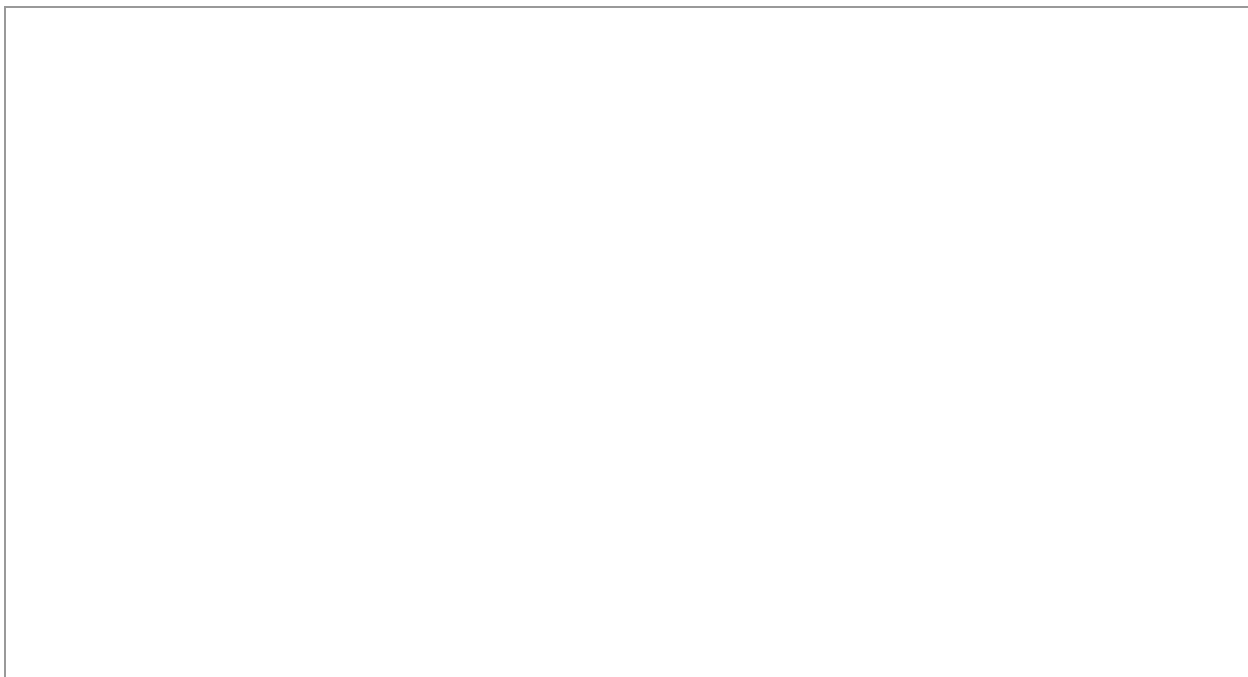
2.8 Attendance at school events, community events, and local service clubs. Take advantage of these events to talk about the great things happening in our district.

* 1. Rating of Superintendent's Goal #2:

By the end of the 2016-17 school year, the superintendent will improve positive communication throughout the district and community.

- 1 - Ineffective
- 2 - Developing
- 3 - Effective
- 4 - Accomplished
- Not Observed

* 2. Comments are required. Recommendations are optional.



12. OVERALL RATING:

Note: This rating is not necessarily a numerical average of the scores given on each of the standards.

* 1. Overall rating:

- 1 - Ineffective
- 2 - Developing
- 3 - Effective
- 4 - Accomplished
- Not Observed

* 2. Comments are required. Recommendations are optional.

* 3. Evaluator

- Sam Aley
- Jill Christiana
- Adrian DeLeon
- Mary Fields
- James LaBine
- James Martin
- Charlene Moore