

Superintendent Performance Evaluation Process SY 2019-2020

Boston School Committee Meeting

January 29, 2020

Introduction

- The evaluation of the Superintendent needs to be aligned with the strategic vision for the Boston Public Schools
- The evaluation needs to address annual performance expectations and provide the basis for re-appointment
- The evaluation needs to focus on the Superintendent's professional performance and the performance goals of the district
- This presentation will outline a procedure to accomplish these goals

Evaluation Process

- The BSC Superintendent Evaluation will have three parts:
 - Report on Professional Performance
 - Report on Educator Development Plan
 - Report of SMART Goal Attainment
- Annual Timeline
 - Report on Professional Performance
 - May School Committee Meetings
 - Report on SMART Goal Attainment, Educator Development Plan
 - May 27
 - Report include proposed SMART Goals and Educator Development Plan for following year
 - BSC Feedback on Professional Performance, SMART Goal Attainment, and Educator Development Plan
 - June 10
 - Approval of Annual Evaluation, SMART Goals and Educator Development Plan for following year
 - June 24
- End of Three-Year Contract
 - In preparation for re-appointment, the Superintendent will undergo a 360-degree feedback process in the final year of her appointment.

Portfolio of Professional Performance (PPP)

- PPP
 - Aligned with District Strategic Vision
 - Aligned with DESE expectations for Superintendents
 - Aligned with performance evaluation of the District's Leadership Team

- Domains
 - I. UNDERSTANDS ROLE AND RESPONSIBILITIES AS SUPERINTENDENT
 - II. COMMITMENT TO ACADEMIC EXCELLENCE AND INNOVATION
 - III. PRODUCTIVITY, ORGANIZING AND PLANNING
 - IV. FISCAL RESPONSIBILITY AND BUDGETARY CONTROLS
 - V. JUDGMENT/DECISION MAKING
 - VI. COLLABORATION/TEAMWORK
 - VII. FOCUS ON EQUITY AND EXCELLENCE
 - VIII. COMMUNICATION AND INTERPERSONAL SKILLS

DOMAIN I

UNDERSTANDS ROLE AND RESPONSIBILITIES AS SUPERINTENDENT

- **Corresponds to DESE Standard IV: Professional Culture**
- Demonstrates discretion and tact in their leadership
- Understands the political and ethical context to position
- Interacts effectively with the School Committee, City Council, and State on policy.
- Is able to effectively articulate the position of, and be a proxy for, the School Committee
- Interacts with the public and external stakeholders with respect
- Builds trusting relationships with their staff
- Acts with integrity

DOMAIN II

COMMITMENT TO ACADEMIC EXCELLENCE AND INNOVATION

- **Corresponds to DESE Indicator I-E: Data-Informed Decision-Making, and Indicator IV-A: Commitment to High Standards**
- Understands the educational landscape of the Boston Public Schools and can speak to strengths, challenges, and successes
- Understands education policy direction of the Boston School Committee and can effectively articulate them to the public
- Is committed to improving education for all students in the Boston Public Schools, especially those in historically marginalized populations
- Recognizes the importance and appropriate role of school-level autonomy and shared responsibility between schools and central office departments
- Demonstrates a sharp focus on data in the continuous improvement of student performance
- Is committed to supporting teachers and schools to share best practice and research to improve academic achievement

DOMAIN III

PRODUCTIVITY, ORGANIZING, AND PLANNING

- **Corresponds to DESE Standard II: Management and Operations**
- Understands related position functions and performs daily activities without supervision
- Establishes effective and challenging task priorities
- Schedules time with staff effectively and resolves conflicts
- Manages calendar request in a timely manner
- Meets deadlines, demonstrates effective time use and simultaneous handling of several assignments
- Appropriately organizes work so others can find work in progress and/or necessary files and information, when necessary
- Ensures all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions
- Responds promptly, within 24 hours, to all internal and external requests whenever possible
- Shows initiative and demonstrates learning and expanding knowledge to further enhance performance

DOMAIN IV

FISCAL RESPONSIBILITY AND BUDGETARY CONTROLS

- **Corresponds to DESE Indicator II-E: Fiscal Systems**
- Uses resources effectively and conservatively and is a good steward of resources
- Forecasts accurately and maintains budgetary projections consistently
- Controls operating costs effectively, optimizing human and other capital
- Is resourceful in securing funding to accomplish goals and ensure team has capacity to follow through

DOMAIN V

JUDGMENT/DECISION MAKING

- **Corresponds to DESE Indicator II-D: Law, Ethics, and Policies**
- Identifies and evaluates issues, reaches sound decisions and generates alternatives
- Takes into account the effects/impacts of decisions
- Understands the political nature of the position and takes care to see all sides
- Seeks prior advice and approval if needed before taking action
- Demonstrates well-balanced thinking between taking “risks” and practical consideration

DOMAIN VI

COLLABORATION/TEAMWORK

- **Corresponds to DESE Standard III: Family and Community Engagement and Indicator IV-E: Shared Vision**
- Is a good team player - demonstrates positive, motivated behavior, provides support, accepts guidance, and keeps an open door
- Keeps others informed of the status of initiatives, including the Strategic Plan, on a consistent basis
- Uses and values the talents of other staff and/or team members
- Provides support and feedback to team members
- Participates fully and collaborates with internal and external stakeholders
- Modifies individual objectives and desires to support the efforts of the team
- Demonstrates openness to new ideas and suggestions
- Shares responsibility for outcomes and workload equity
- Is dependable and can be counted on

DOMAIN VII

FOCUS ON EQUITY AND EXCELLENCE

- **Corresponds to DESE Indicators I-D: Evaluation; II-D: Law, Ethics, and Policies; III-C: Communication; and IV-A: Commitment to High Standards**
- Supports and actively builds a culture of excellence and equity
- Engages diverse stakeholders in decision making
- Provides effective supervision to direct reports through clear expectations, appropriate levels of feedback and support, and accountability for results.
- Ensures that all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions

DOMAIN VIII

COMMUNICATION AND INTERPERSONAL SKILLS

- **Corresponds to DESE Indicator IV-C: Communications**
- Conveys clear and concise communications, listens well and responds appropriately
- Is tactful, candid, and consistent in words and actions
- Comprehends the importance of interacting positively with stakeholders

Educator Development Plan

- The Educator Development Plan (EDP) is the Superintendent's annual plan for professional development and growth. The plan will be developed in response to the School Committee's feedback on the Superintendent's Portfolio of Professional Performance (PPP)
- The EDP will identify and describe 2-3 areas of strength and 2-3 areas for continued growth based on the response to the PPP

SMART Goals

- Each Year the BSC and Superintendent will agree on three high level SMART Goals that are central to driving improved performance in the district
- The **SMART** Goals will be
 - **Specific**
 - **Measurable**
 - **Attainable**
 - **Relevant**
 - **Time-Based**
- Progress on these SMART Goals will be reported as part of the annual evaluation

360-Degree Feedback

- The Spring prior to re-appointment, the School Committee will organize a 360-degree feedback process
- A 360-degree feedback is a process through which feedback from an employee's subordinates, colleagues, and supervisor, as well as a self-evaluation by the employee themselves is gathered
 - In the case of a Superintendent, this will include community feedback
- This report will be a part of the annual evaluation during the year in which the Superintendent is eligible for reappointment.
- The findings from the 360 process will be integrated into the Portfolio of Professional Performance and the Educator Development Plan