



## BOARD OF EDUCATION

Maya Cole, President    Beth Moss, Vice President    Ed Hughes, Clerk    James Howard, Treasurer    Lucy Mathiak, Member    Marjorie Paseman, Member    Arlene Silveira, Member

To: Members of the Board of Education

From: Beth Moss and James Howard

**REVISED APPENDIX MMM-5-8**

November 29, 2010

Date: November 23, 2010

Subject: SUPERINTENDENT EVALUATION DOCUMENTS

Attached is the final draft of the Superintendent evaluation document to be used for the summative or end-of-year evaluation to be voted on at the November 29 meeting. The document has two parts. The first part is the Superintendent of Schools Performance Expectations Standards Assessment, a rubric based on the following:

1. The Superintendent Position Description, adopted Sept. 21, 2009; and
2. Feedback from the formative (mid-year) evaluation for the Superintendent, July 2010.

The second part of the evaluation involves feedback on the following elements:

1. The Superintendent goals, approved December 15, 2009;
2. Two elements from the additional evaluation framework identified by Mr. Howard: Diversity and Inclusion and Safety. From the original draft sent to the Operational Support Committee on November 8, these are element numbers 3 and 4.

In addition to approving a final version of the evaluation plan, the Board needs to discuss the date for evaluations to be submitted for compilation to the Board president and dates for a closed session meeting(s) to discuss the results. To complete the process by February, January 3, 2011 is the recommended date for submittal. January 10, 24, and 31 are possible meeting dates. During this period Board members also need to provide input on the Superintendent's goals for 2011.

If you have any questions, please email James or Beth.

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Madison Metropolitan School District

Superintendent evaluation

The School Board shall evaluate the Superintendent of Schools regularly as stipulated within the contract and on a semi-annual basis. The evaluation shall be based on the written job description, the District Strategic Plan, and the Board of Education annual goals and shall be conducted consistent with state law requirements.

LEGAL REF: Section 121.02(1)(q) Wisconsin Statutes  
PI 8.01(2)(q), Wisconsin Administrative Code

CROSS REF: Superintendent Position Description

Section 11.01

At least once each year, the BOARD of Education will provide the ADMINISTRATOR with a written evaluation of the ADMINISTRATOR'S performance. Each BOARD evaluation of the ADMINISTRATOR shall cover, at a minimum, an assessment of the ADMINISTRATOR'S performance with respect to (1) the ADMINISTRATOR'S significant job responsibilities; and (2) any specific goals or expectations that had been established for the ADMINISTRATOR for the period covered by the evaluation. As part of the evaluation process, the BOARD may require the ADMINISTRATOR to complete a self-evaluation that summarizes the progress on District goals and on any more-specific goals or expectations that had been established for the period covered by the evaluation.

Section 11.02

For contract years following the 2008-2009 contract year, the contractually-required annual formal performance evaluation shall take place prior to the end of January.

APPROVED:

Superintendent of Schools and Learning Performance Expectations Standards Assessment

I. Strategic Leadership and District Culture

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Developing a collaborative district vision				
Shaping district culture				
Cultivating the potential in every student by challenging and supporting every student to achieve academic excellence				
Improving academic outcomes for all students				
Implementing Strategic Plan action steps for year one as approved by the Board of Education				
Using data to establish rigorous, concrete goals				
Using research/best practices to improve the educational program				
Articulating and promoting high expectations for teaching and for learning				
Aligning and implementing the educational programs, plans, actions, and resources with the district's vision and goals				

Providing leadership for major initiatives and change efforts				
Providing leadership for assessing, developing, and improving climate and culture				
Providing leadership, encouragement, opportunities, and structure for staff to design more effective teaching and learning experiences for all students				
Demonstrating ethical and professional behavior at all times				
Demonstrating values, beliefs, and attitudes that inspire others to higher levels of performance				
Respecting divergent opinions				
Demonstrating appreciation for and sensitivity to diversity in the school community				
Total for Part I:				

Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

II. Policy and Governance

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Adjusting local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications				
Recognizing and applying standards involving civil and criminal liabilities				
Developing procedures for working with the Board of Education to define mutual expectations				
Total for Part II:				

Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

III. Communications and Community Relations

Minimal Leadership (1)

Minimal understanding as evidenced by little or no application

Basic Leadership (2)

Some understanding as evidenced by emerging application

Proficient Leadership (3)

Complete understanding as evidenced by thorough application

Distinguished Leadership (4)

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Articulating district purpose and priorities to the community				
Aligning constituencies in support of district processes				
Effectively sharing the district vision of learning and galvanizing support of this vision				
Communicating effectively to various stakeholders regarding progress with school improvement plan goals				
Systematically and fairly recognizing and celebrating accomplishments of staff and students				
Promoting collaboration with all stakeholders				
Being easily accessible and engaged in the school community				
Articulating the desired school culture and showing evidence about how it is reinforced				
Communicating effectively with both internal and external audiences about the operations of the school				

Engaging family and community by promoting shared responsibility for student learning and support of the education system				
Promoting and supporting a structure for family and community involvement in the education system.				
Facilitating the connections of students and families to the health and social services that support a focus on learning				
Collaboratively establishing a culture that welcomes and honors families and community and seeking ways to engage them in student learning				
Understanding the profile of the community, and responding to and influencing the larger political, social, economical, legal, and cultural context				
Collaborating with service providers and other decision-makers to improve teaching and learning				
Articulating district purpose and priorities to the community				
Articulating district purpose and priorities to the mass media				
Requesting and responding to community feedback in a timely fashion				
Demonstrating consensus building and conflict mediation				
Formulating and carrying out plans for internal/external communication				
Building coalitions to gain financial and programmatic support Formulating strategies for district referenda				
Relating political initiatives to the welfare of children				



Total for Part III:						
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Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

IV. Leadership and Organizational Management and School Finance

Minimal Leadership (1)

Minimal understanding as evidenced by little or no application

Basic Leadership (2)

Some understanding as evidenced by emerging application

Proficient Leadership (3)

Complete understanding as evidenced by thorough application

Distinguished Leadership (4)

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Establishing operational plans and processing that reflect an understanding of school finance				
Establishing operational plans and processing that reflect an understanding of resource allocation				
Establishing operational plans and processing that reflect an understanding of systems management				
Monitoring progress and making adjustments when necessary				
Total for Part IV:				

Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

V. Curriculum Planning and Development

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Overseeing the design of curriculum				
Developing a strategic curriculum plan that is standards based and enhances teaching and learning in multiple contexts				
Implementing a strategic curriculum plan that is standards based and enhances teaching and learning in multiple contexts				
Total for Part V:				

Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

VI. Instructional Management

Minimal Leadership (1)

Minimal understanding as evidenced by little or no application

Basic Leadership (2)

Some understanding as evidenced by emerging application

Proficient Leadership (3)

Complete understanding as evidenced by thorough application

Distinguished Leadership (4)

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Implementing a system that includes research findings on learning and instructional strategies to maximize student outcomes				
Implementing a system that includes research findings on instructional time to maximize student outcomes				
Implementing a system that includes research findings on advanced electronic technologies to maximize student outcomes				
Implementing a system that includes research findings on resources to maximize student outcomes				
Describing and applying research and best practices to integrating curriculum and resources for multicultural sensitivity				
Describing and applying research and best practices to integrating curriculum and resources for multicultural sensitivity				
Describing and applying research and best practices to integrating curriculum and resources for assessment strategies to help all students achieve at high levels				
Total for Part VI:				

Comments:

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Evidence:

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Superintendent of Schools and Learning Performance Expectations Standards Assessment

VII. Staff Evaluation and Personnel Management

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Applying effective staff evaluation models and processes to staff performance				
Developing personnel recruitment procedures				
Developing personnel selection procedures				
Developing personnel development procedures				
Developing personnel promotion procedures				
Understanding legal issues related to personnel administration				
Implementing effective evaluations and/or audits of the deployment of available human resources				
Total for Part VII:				

Comments:

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Evidence:

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VIII. Values and Ethics of Leadership

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Understanding and modeling appropriate value systems, ethics, and moral leadership				
Knowing the role of education in a democratic society				
Exhibiting multicultural and ethnic understanding and related behavior				
Adapting education programming to the needs of diverse constituencies				
Balancing complex community demands in the best interest of the student				
Monitoring the environment for opportunities for students and staff				
Responding in an ethical and skillful way to the electronic and printed news media				
Coordinating social agencies and human services to help each student grow and develop as a caring, informed citizen				
Total for Part VIII:				



Comments:

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Evidence:

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IX. Board Relations

Minimal Leadership (1)

Basic Leadership (2)

Proficient Leadership (3)

Distinguished Leadership (4)

Minimal understanding as evidenced by little or no application

Some understanding as evidenced by emerging application

Complete understanding as evidenced by thorough application

Deep, reflective understanding as evidenced by thorough application and a focus on continued improvement

The Superintendent demonstrates executive leadership in....	Minimal (1)	Basic (2)	Proficient (3)	Distinguished (4)
Developing and implementing a Board/Superintendent communication plan				
Providing accurate, timely responses to the Board's requests for information				
Adequately preparing staff for presentations to the Board				
Providing a useful, accurate weekly update of district news and information				
Working collaboratively with Board members				
Total for Part IX:				

Comments:

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Evidence:

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# DRAFT

## FY 2010-2011 Performance Elements

### Strategic Alignment

Executives in the Madison Metropolitan School District (MMSD) are accountable for supporting the mission of the district and following state statutes in providing leadership, developing a collective district vision, shaping school culture and climate, ensuring effective working relationships and developing strategies for implementing district policy. Each Board member will provide a narrative of the Superintendent's performance based on the critical performance elements *Diversity and Inclusion* and *Safety*.

### District Strategic Goals and Management Initiatives

#### Strategic Goals:

**Instructional Excellence** – Improving student achievement and offering challenging, diverse and contemporary curriculum and instruction.

**Student Support** – Assuring a safe, respectful and welcoming learning environment.

**Staff Effectiveness** – Recruiting, developing and retaining a highly competent workforce that reflects the diversity of our students.

**Home and Community Partnerships** – Strengthening community and family partnerships, and communication.

**Fiscal Responsibility** – Using resources efficiently

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Instructions for completion of evaluation:

Read each section and make comments regarding the Superintendent's job performance in the space provided. Use additional sheets if necessary..

**Element 1 – Diversity and Inclusion** This element measures the Superintendent’s leadership in the implementation and meeting of diversity and inclusion strategic goals; enforcement of civil rights laws, rules, regulations; and holding subordinate supervisors accountable for achieving diversity and inclusion goals and objectives in all employment, program delivery, and other administrative activity.

Applicable measures from the District Strategic Plan are incorporated into staff annual performance plans. Applicable goals and objectives related to accountability, program delivery, outreach, workforce diversity, employment practices, resources and structure, performance, administrative activities, communications and reporting are met in accordance with District / Board of Education policy.

Develops and implements outreach strategies that enhance the delivery of district services and assistance to underserved populations. Demonstrates an understanding of and commitment to diversity and inclusion and ensures fair and equitable program delivery.

Ensures subordinate supervisors exercise effective managerial, communication and interpersonal skills to supervise and develop a diverse workforce.

**Makes good faith efforts to resolve employment complaints and workforce disputes at all times, particularly early in the process, by offering alternative dispute resolution, training, and alternative assignments; by timely response to requests for information from EEO counselors, mediators, investigators, and adjudicators; and by prompt implementation of settlement agreements.**

Comments: \_\_\_\_\_  
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**Element 2 – Leadership in the Creation and Implementation of a New SAFETY Culture** This element measures the Superintendent’s success in leading the implementation of an improved culture in the District. This element is specific to the district’s effort to create an excellent safety environment where operations are accomplished through recognized safety practices and high performance. This environment is characterized by having zero employee injuries and fatalities while working correctly and safely accomplishing the mission in low risk situations; having open communication concerning hazards, lessons learned, and incidents; successfully orienting the workforce to identify and communicate hazards before they become accidents; and establishing the discipline and “barrierless” communications necessary to hold the Superintendent and subordinate employees accountable for operating safely.

**Displaying Personal Commitment:** Superintendent is visibly and actively involved in implementing the District plan to establish an improved safety culture. Superintendent visibly “walks the talk” in complying with district safety standards and actively addresses situations where deviation from standards is being or has been “normalized”.

**Accountability:** Superintendent actively focuses on key priorities of the district’s safety culture focus by:

- Seeks to establish a “barrierless” environment where all employees are empowered to point out and communicate about any unsafe situation or behavior regardless of who is involved, and specifically emphasizes that such empowerment applies to pointing out unsafe behavior or situations involving the Superintendent himself/herself.
- Establishes an environment of accountability where lessons learned can be freely discussed and distinguishes between unsafe behavior and gross negligence or callous disregard for standard protocols.
- The district compiles incident data for future evaluation of program effectiveness.

**Incentives and Awards:** Superintendent creates appropriate incentives by acknowledging employees who conduct themselves safely and who communicate about safety without regard for organizational structure. Superintendent awards outstanding and/or heroic behavior of employees or students that occurred to prevent accidents or and/or reduce risk and assures that behaviors are not acknowledged where significant risk occurred regardless of the mission accomplishment that may have resulted.

Comments: \_\_\_\_\_  
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1947  
The following is a list of the names of the persons who were members of the Board of Directors of the American Red Cross during the year 1947.

Mr. J. Edgar Hoover  
Mr. E. A. Tamm  
Mr. Clegg  
Mr. Glavin  
Mr. Ladd  
Mr. Nichols  
Mr. Rosen  
Mr. Tracy  
Mr. Carson  
Mr. Egan  
Mr. Gurnea  
Mr. Harbo  
Mr. Hendon  
Mr. Pennington  
Mr. Quinn  
Mr. Nease  
Mr. Gandy

Mr. Clegg  
Mr. Glavin  
Mr. Ladd  
Mr. Nichols  
Mr. Rosen  
Mr. Tracy  
Mr. Carson  
Mr. Egan  
Mr. Gurnea  
Mr. Harbo  
Mr. Hendon  
Mr. Pennington  
Mr. Quinn  
Mr. Nease  
Mr. Gandy

Mr. Clegg  
Mr. Glavin  
Mr. Ladd  
Mr. Nichols  
Mr. Rosen  
Mr. Tracy  
Mr. Carson  
Mr. Egan  
Mr. Gurnea  
Mr. Harbo  
Mr. Hendon  
Mr. Pennington  
Mr. Quinn  
Mr. Nease  
Mr. Gandy

Mr. Clegg  
Mr. Glavin  
Mr. Ladd  
Mr. Nichols  
Mr. Rosen  
Mr. Tracy  
Mr. Carson  
Mr. Egan  
Mr. Gurnea  
Mr. Harbo  
Mr. Hendon  
Mr. Pennington  
Mr. Quinn  
Mr. Nease  
Mr. Gandy

Mr. Clegg  
Mr. Glavin  
Mr. Ladd  
Mr. Nichols  
Mr. Rosen  
Mr. Tracy  
Mr. Carson  
Mr. Egan  
Mr. Gurnea  
Mr. Harbo  
Mr. Hendon  
Mr. Pennington  
Mr. Quinn  
Mr. Nease  
Mr. Gandy