Columbia Gorge Esd

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The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Columbia Gorge ESD

Code: CA/CAA
Adopted: 4/20/11
Orig. Code: CA/CAA

Administration Goals and Objectives

(OSBA has removed this policy from its samples)

The purpose of administration in the Columbia Gorge Education Service District is to:

1. Assist component school districts in meeting the requirements of state and federal law;
2. Improve student learning;
3. Enhance the quality of instruction provided to students;
4. Provide professional development to component school district employees;
5. Enable component school districts and the students who attend schools in those districts to have equitable access to resources;
6. Maximize operational and fiscal efficiencies for component school districts;
7. Provide superior leadership and service in improving schools on a regional level;
8. Partner and collaborate with educational, social service, health care and governmental agencies;
9. Implement policy as adopted by the Board, including recommendation for new and revised policy based on the needs of the district and the requirements of law; and
10. Carry out such other duties and services as mandated by law.

Major district administration goals will be to:

1. Recommend identified instructional and support service goals for Board adoption and service delivery planning;
2. Direct an annual review of district operations to include, but not be limited to, the assessment and evaluation of all resolution services;
3. Establish and maintain cooperative and productive working relationships with each of the component school districts and their boards of education;
4. Effectively manage the district's various facilities, funds and programs;
5. Provide professional advice and counsel to the Board and to any committees established by Board action;
6. Operating the agency in a manner which is consistent with the public interest;
7. Provide leadership and support to district programs;

8. Provide leadership and support in securing additional sources of program funding;

9. Provide leadership and support in establishing partnerships with educational, social service, health care and governmental agencies; and

10. Provide leadership in improving schools and educational opportunities for students in the region.

END OF POLICY

Legal Reference(s):

ORS 334.125 (7)
ORS 334.225

OAR 581-024-0245
OAR 581-024-0240

DELETE

Columbia Gorge ESD

Code: CB
Adopted: 4/20/11
Orig. Code: CB

Superintendent

~~The Board shall employ a superintendent and shall fix the term and compensation thereof. The superintendent shall serve as the district's chief executive officer and shall have the duties prescribed by the Board and the laws of the state.~~

The superintendent is designated as the ESD's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all ESD programs, services and personnel. The superintendent is responsible for managing the ESD under the Board's policies and is accountable to the Board for that management.

~~The administration of the district in all of its aspects shall be delegated to the superintendent who shall carry out his/her administrative functions in accord with the policies and program priorities established by the Board. The superintendent shall also serve as chief administrator of the district, district clerk, budget officer, secretary to the Boundary Board and executive officer of the Local Contract Review Board.~~

The superintendent may delegate to other ~~district~~ ESD personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225
OAR 581-024-0240
OAR 581-024-0245

Columbia Gorge ESD

Code: CBA
Adopted: 11/20/13
Orig. Code: CBA

Qualifications and Duties of the Superintendent

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current ~~Oregon administrative~~ license that qualifies the individual to serve as~~with an authorization for all levels, superintendent's endorsement or a transitional~~ superintendent of the ESD~~license~~;

2. A master's ~~or doctorate~~ degree or higher in the field of education, preferably in educational administration;

3. Successful teaching experience at the elementary or secondary school level;

4. Service as a superintendent or administrative experience in the central administration of a school system or ESD~~;~~

~~5. Certificate from Teacher Standards and Practices Commission (TSPC) based on work experience and advanced study indicating a higher degree of competency, knowledge and skill of theories related to change, strategic planning and financial planning and is capable of formulating inter-organization cooperation and developing partnerships.~~

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative~~transitional administrator or exceptional administrator~~ licensure requirements. The Board may take steps to assist an ~~, jointly with the~~ individual~~, submit an application~~ for such a license ~~for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161~~.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;

2. Ability to communicate effectively, both orally and in writing;

3. Scholarship, intelligence and excellent ability to plan and organize;

4. Training, experience and success in personnel selection, evaluation and development;

5. Knowledge of curriculum development, implementation and evaluation;

6. Knowledge of business and support service systems which facilitate planning, control and accountability;

7. Experience in administering collective bargaining agreements;

8. Ability to motivate other administrators and significantly involve them in the decision-making process;

9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the ESD's strengths.

General Functions

1. The superintendent is the chief executive officer of the ESD and, under the direction of the Board, is responsible for control and operation of the ESD and for implementing the decisions and policies of the Board.

2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the ESD in enacting equitable changes to improve educational outcomes for every student;

2. Serve as educational leader to the Board, staff and community;

3. Act as the ESD's ~~Board's~~ chief administrative officer;

4. Serve as ESD clerk ~~of the Board~~, performing such duties as required by law or by the Board;

5. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committees authorized by the Board;

6. Attend all regular and special meetings ~~and executive sessions~~ of the Board, except when excused ~~for his/her own salary and performance review~~;

7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the ESD's budget;

8. Administer adopted Board policies;

9. Regularly ~~Annually~~ review adopted Board policies and make recommendations for needed changes;

10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of ESD operation;

11. Provide an ongoing program of communication to and from component districts, the community, staff and Board concerning ESD ~~the ESD's~~ programs and services;

12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with ESD employee groups;

13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;

15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel, review and change those descriptions as needed or directed by the Board;

16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the ESD staff~~. Policies approved by the Board will be included in the written rules and regulations of the ESD~~;

17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;

18. Resolve problems of operations and settle disputes referred through administrative channels;

19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;

20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all ESD employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;

21. Recommend to the Board the appointment, renewal, contract extension, contract non-renewal~~nonrenewal~~, contract non-extension or dismissal of licensed ESD employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

22. Appoint, promote, demote or discharges classified and nonrepresented~~non-represented~~ employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;

23. Assign or transfer all ESD employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

24. Evaluate the performance of all ESD administrative personnel in accordance with state law and Board~~board~~ policy, and make recommendations for those positions to the Board before March 15 of each year;

25. Evaluate the performance of licensed, classified and other personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;

26. Maintain a continuous inventory of all ESD property, furniture, material and supplies;

27. Recommend plans for repairs to ESD property and for new construction and see that all plans adopted by the Board are properly executed;

28. Establish procedures to involve teachers, administrators, supervisory personnel and representatives from component districts and other citizens in the preparation and selection of courses of study and other instructional materials;

29. Recommend instructional materials, instructional supplies and equipment to be purchased by the ESD;

30. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the ESD and serve as custodian of all ESD funds;

31. Develop and recommend to the Board long-range plans for programs and services and financial resources that are consistent with population trends, ESD goals and component district needs;

32. Direct the ESD in its relationships with federal, state and local government agencies;

33. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the ESD;

34. Visit, as may be required, all ESD sites as a regular part of a schedule and institute and carry out such regulations as may be necessary to attain their efficient operation;

35. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;

36. Have other powers and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 334.125
ORS 334.225
ORS 342.121
ORS 342.125
ORS 342.143
ORS 342.173
ORS 342.200

OAR 581-024-0205 - 0310
OAR 584-020-0000 - 0035
OAR 584-046-0003 - 0055
OAR 584-080-0151 - 0153
OAR 584-080-0161

Columbia Gorge ESD

Code: CBA-AR
Adopted: 7/20/16
Orig. Code: CBA-AR

Qualifications and Duties of the Interim Superintendent

(replicates the policy)

The Board requires the interim superintendent to be a strong educational leader who has the following professional experience and training:

1. A current Oregon administrative license with an authorization for all levels, superintendent's endorsement or a transitional superintendent license;

2. A master's or doctorate degree in the field of education, preferably in educational administration; and

3. Service as a successful ESD superintendent.

Qualified individuals with interest in the position should submit a letter of interest, resume, list of references, and a copy of their current Oregon administrative license.

General Functions

1. The superintendent is the chief executive officer and, under the direction of the Board, is responsible for control and operation of the ESD and for implementing the decisions and policies of the Board.

2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The Board has identified the following tasks and priorities for the interim superintendent for 2016-17:

1. Examine and make recommendations to the Board regarding the relationships with, services provided to, and funding arrangements for each of the individual component school districts;

2. Examine and make recommendations to the Board regarding the ESD's role as the backbone organization for the regional initiatives, i.e., regional achievement collaborative (RAC), Science, Technology, Engineering, and Mathematics (STEM) hub, and early learning hub. Such recommendation shall address staffing levels and funding options for administrative support of the initiatives;

3. Develop a funding model and plan enabling the Board to recruit and hire a full-time superintendent for 2017-18;

4. Ensure regular and timely communication among and between the Board, program directors, executive secretary, and component school districts;

5. Develop a working knowledge of each department and program area so as to support, without interference, the smooth and effective operation of each program; and

6. Participate with partners and stakeholders in conversations about regional, state, and national priorities and communicate such information to the Board and program directors.

DELETE

Columbia Gorge ESD

Code: CBB
Adopted: 4/20/11
Orig. Code: CBB

Recruitment and Appointment of the Superintendent

The Board considers foremost among its responsibilities, the selection and appointment of a superintendent who can effectively translate into action the Board's policies and the services to the component districts.

To provide the most capable leadership available for the ESD~~district~~, the Board may engage in a nationwide search for applicants for the position of superintendent whenever a vacancy in that position occurs.

The Board shall develop and adopt the standards (e.g. candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent, or interim superintendent, at a meeting open to the public and at which the public has had an opportunity to comment.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection~~, however,~~ will rest with the Board after a thorough consideration of qualified applicants.

~~The Board shall develop and adopt the standards (candidate qualities and work experience), criteria (application, screening and hiring process) and policy directives (promote from within, state and/or national search) to be used in hiring the superintendent or interim superintendent at a meeting open to the public and at which the public has had an opportunity to comment.~~

The Board will appoint the superintendent by a majority vote of the Board members at a meeting for which notice has been given of the intended action.

~~Any candidate who is hired and who is determined to have misrepresented facts relative to his/her qualifications for employment shall be subject to dismissal. This Board shall consider such misrepresentation sufficient grounds for dismissal.~~ (this language should be in the contract)

END OF POLICY

Legal Reference(s):

ORS 192.660(7)(d) ORS 334.225

Columbia Gorge ESD

Code: CBC
Adopted: 2/17/10
Orig. Code: CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions.

The compensation and benefits for the position of superintendent will be fixed by the Board and~~,~~ based upon the responsibilities required of the superintendent in performing his/her duties. The Board may not enter into an employment contract that contains provisions that expressly obligate~~s~~ the ESD ~~or school~~ to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract.

For a period of one year after termination of the contract the superintendent may not:

~~2.~~1. Purchase property or surplus property owned by the ESD; or ~~school; or~~

~~3.~~2. Use property owned by the ESD ~~or school~~ in a manner other than the manner permitted for the general public.

The ESD may provide health benefits for an administrator that is no longer employed by the ESD until the administrator:

1. Reaches 65 years of age; or

2. Finds new employment that provides health benefits.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225
ORS 342.549
ORS 342.815

Columbia Gorge ESD

Code: CBDA
Adopted: 4/21/10
Orig. Code: CBDA

Transportation and Other Expenses - Superintendent

(should be part of contract)
Transportation and other expenses directly related to requirements in connection with official business of the superintendent shall be reimbursed.

The superintendent is expected to provide his/her own transportation and will be reimbursed on a mileage basis or as provided by Board policy.

The superintendent may, at his/her option, claim meals and lodging at actual cost with appropriate receipts and documentation and within budget limitations.

A representative of the Board shall review the superintendent's expense reimbursements each quarter to ensure compliance with this policy.

END OF POLICY

Legal Reference(s):

ORS 334.225

DELETE

Columbia Gorge ESD

Code: CBE
Adopted: 4/20/11
Orig. Code: CBE

Superintendent's Continuing Professional Development

(include in contract)

The Board expects the superintendent to be informed of new and promising developments in the field of education by visiting other ESDs, other school systems and attending educational conferences, seminars, workshops and other professional meetings. The superintendent will inform the Board chair about meetings or visits which will cause him/her to be absent from the district for two or more consecutive working days. Out-of-state travel shall require prior Board approval.

END OF POLICY

Legal Reference(s):

ORS 334.225

DELETE

Columbia Gorge ESD

Code: CBEA
Adopted: 4/20/11
Orig. Code: CBEA

DELETE

Administrative Staff Professional Improvement

(part of job description and expectations)

In recognition of the need to promote and maintain professional competency, administrative personnel may attend workshops, training programs, conferences and other meetings. Any such activities held out-of-state shall have the prior approval of the Board. All out-of-district travel, regardless of funding source, must be approved in advance by the superintendent.

END OF POLICY

Legal Reference(s):

ORS 334.225

Columbia Gorge ESD

Code: CBF
Adopted: 4/20/11
Orig. Code: CBF

Administrative Staff Consulting Activities

(OSBA has removed this policy from its samples)

The Board expects the superintendent and his/her administrative staff to devote full attention and energy to the concerns of the district. Administrators may not be engaged in any other employment nor in long-term consulting assignments. The Board, however, recognizes the obligation of administrative staff to contribute to the profession of the ESD administration and to the field of public education in general. This policy, therefore, does not prohibit administrators from undertaking occasional consulting work that does not conflict with obligations to the district. Consulting activities that take place on district time, however, shall require prior Board approval.

Any stipend earned by district administrators engaged in such activities on district time shall revert to the district.

END OF POLICY

Legal Reference(s):

ORS 334.225

DELETE

Columbia Gorge ESD

Code: CBG
Adopted: 8/16/17
Orig. Code: CBG

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least annually. The evaluation will be based on the superintendent's job description, any applicable standards of performance, Board policy~~,~~ and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a~~an open~~ session open to the public. Such an executive session will not include a general evaluation of any ESD goal, objective or operation. Results of the superintendent's evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract~~,~~ and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 334.225
ORS 342.513
ORS 342.815
OAR 581-024-0245

Hanson v. Culver Sch. Dist. (FDAB 1975).

Columbia Gorge ESD

Code: CBG-AR
Adopted: 12/18/13
Orig. Code: CBG-AR

2013-14 Superintendent Evaluation

Goal Area 1: Relationship with ESD Board	**Score**
1. Keeps the Board informed on issues, needs and operations of the ESD	
2. Offers professional advice to the Board on items requiring Board action.	
3. Interprets and executes the intent of Board policies and decisions.	
4. Maintains an effective and impartial working relationship with individual board members and the Board as a whole.	
5. Evaluates financial needs and makes recommendations to the Board.	
6. Develops an evaluation system for superintendent leadership based on administrative standards and research-based practices.	

Goal Area 2: Relationship with Local School Districts	**Score**
1. Establishes and maintains cooperative and productive relationships with local school district officials.	
2. Assumes a leadership role with, and provides support to, local district superintendents and boards as appropriate.	
3. Convenes regular meetings of superintendents and technology directors.	
4. Assumes responsibility for developing new programs and collaborative arrangements.	
5. Maintains credibility and trust in ESD programs and services.	
6. Assists local districts in the implementation of SB 529 (2013) and HB 3401 (2013).	

Goal Area 3: Relationship with Departments and Staff	**Score**
1. Provides leadership and support for district departments and programs utilizing internal and external reviews as the basis for improvement.	
2. Provides leadership for developing and implementing a clear vision for departments and programs.	
3. Communicates effectively with staff in written, verbal and non-verbal contexts.	
4. Provides support for the successful implementation of the plan for the Sunshine Kids Preschool.	
5. Provides support for the successful transition of the assistant superintendent.	
6. Implements changes to CGESD employee evaluation systems with quality, fidelity, intensity and consistency.	

Goal Area 4: Relationship with Community, Boards, Agencies and Organizations	**Score**
1. Provides leadership in improving schools and educational opportunities in the region.	
2. Works collaboratively with community partners, especially Columbia Gorge Community College, and local, county and state agencies, including other ESDs.	
3. Assumes leadership positions in regional, state and national professional organizations.	
4. Explores opportunities for innovation, collaboration and partnership with educational, social service, health care or governmental partnerships.	

Scoring Key:
5 Consistently Exceeds Expectations
4 Occasionally Exceeds Expectations

3 Meets Expectations
2 Occasionally Meets Expectations
1 Does not Meet Expectations
0 N/A – No Opportunity to Evaluate

DELETE

Columbia Gorge ESD

Code: CC
Adopted: 5/18/11
Orig. Code: CC

Administrative Organization

The Board's legal authority will be delegated through the superintendent to the administrative staff as shown in the Board-approved organizational structure chart of the district.

Lines of authority on the chart, located on the ESD website, represent direction of authority and responsibility.

The superintendent may reorganize lines of authority and revise the organizational chart subject to Board approval of major changes and creation or elimination of positions. The Board expects the superintendent to keep the administrative structure current with the needs for supervision and accountability within the district.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225
OAR 581-024-0240
OAR 581-024-0245

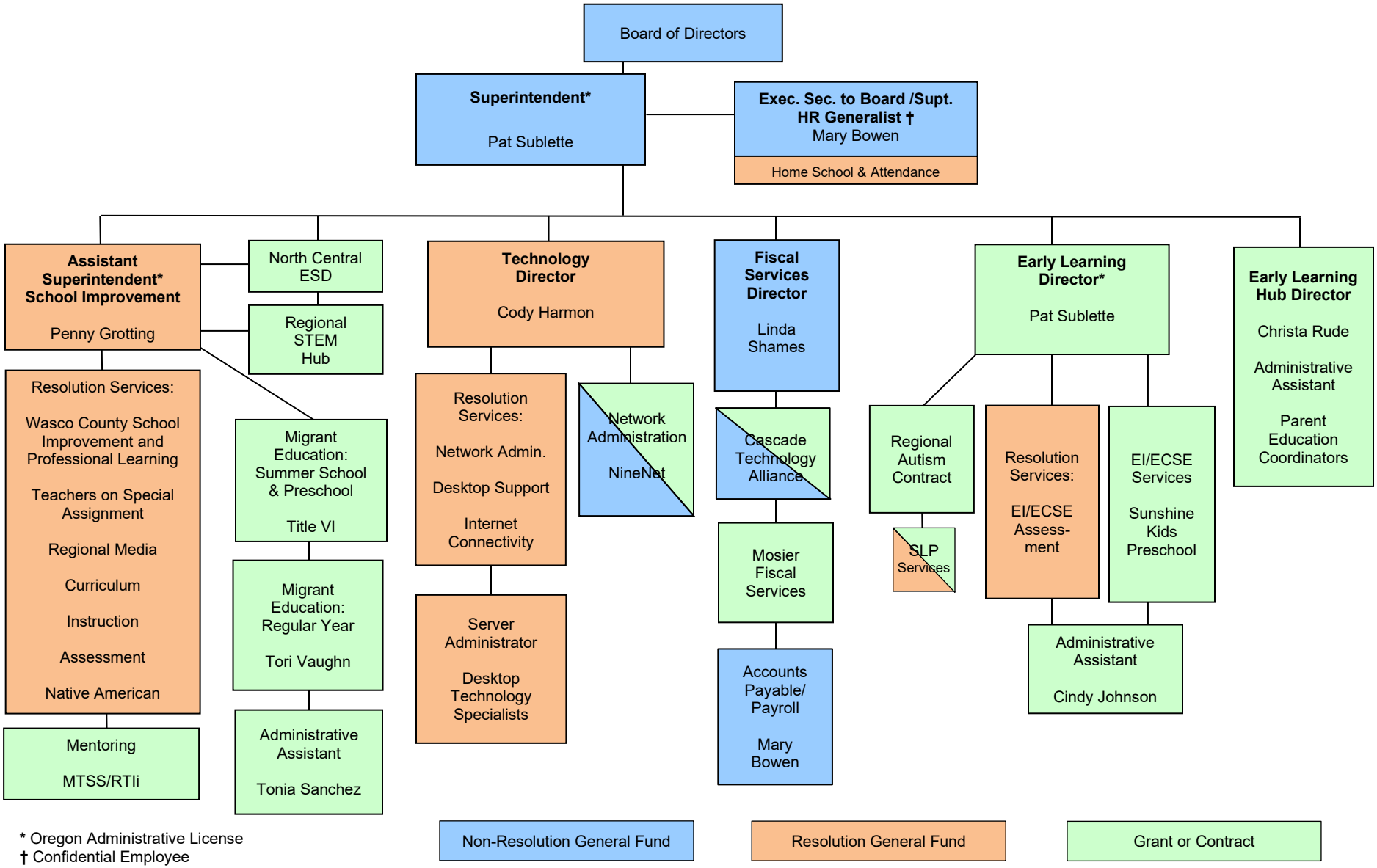
Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

COLUMBIA GORGE EDUCATION SERVICE DISTRICT

Organization Chart

~~2017-18~~

(update as necessary)



Columbia Gorge ESD

Code: CCB
Adopted: 2/17/10
Orig. Code: CCB

Line and Staff Relations

The Board expects the superintendent to establish a clear understanding of working relationships in the ESD system with all staff.

Lines of direct authority will be those approved by the Board and shown on ESD organization charts.

Staff members will be expected to refer matters requiring administrative action to the supervisor to whom they report~~are responsible~~. That supervisor will refer such matters to the next higher administrative authority, when necessary. All~~Additionally, all~~ staff will inform their immediate supervisor~~are expected to keep the person to whom they are immediately responsible informed~~ of their activities by whatever means the supervisor considers~~person in charge deems~~ appropriate.

Lines of authority should not restrict the cooperative working relationship of all staff members in developing the best possible ESD programs and services. In addition, this policy does not restrict protected labor relations communications of ~~bargaining~~ unit members. The established lines of authority represent direction of authority and responsibility. When the staff work~~are working~~ together, the lines represent ~~avenues for~~ a two-way flow of ideas to improve the programs and operations in ~~of~~ the ESD.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225
OAR 581-024-0240
OAR 581-024-0245

Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Columbia Gorge ESD

Code: CCC
Adopted: 5/18/11
Orig. Code: CCC

Selection of Administrative and Supervisory Personnel

(Version 1)

(this is an optional policy, if want to keep see proposed version)

All administrative appointments shall be made by the Board on recommendation of the superintendent and in accordance with the following procedures:

Application

All letters of application, all forms, teaching credentials and other appropriate documents shall be submitted to the ESD through the superintendent's office.

Interviews

1. Candidates shall be considered only if a personal interview is conducted by the superintendent or his/her designated official.
2. A written record shall be kept of these interviews.

Board Interviews

Any or all candidates may be requested to appear for an interview by the Board or a Board committee, if the Board members so desire.

Recommendations for Appointment

In making his/her recommendation, the superintendent shall submit a ranked list of the candidates when possible.

Informing Unsuccessful Candidates

When a contract has been signed for such a position, unsuccessful candidates shall be advised by letter written by the superintendent or his/her designee.

END OF POLICY

Legal Reference(s):

ORS 334.125(5) ORS 342.845 OAR 581-024-0245

Columbia Gorge ESD

Code: CCC
Adopted:

Hiring Licensed Administrators
(Version 2)

The superintendent or designee shall establish hiring procedures to employ qualified administrators necessary to carry out duties as identified by the ESD.

When administrative vacancies occur, transfer within the existing ESD administrative staff may be considered. Notwithstanding the superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law.

An administrator shall serve a probationary period that does not exceed three years, unless the administrator and the ESD mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

ORS 334.125(5) ORS 342.845 OAR 581-024-0245

PROPOSED

Columbia Gorge ESD

Code: CCCB
Adopted: 5/18/11
Orig. Code: CCCB

Days Worked Beyond the Minimum Required - Administrators

(contract issue)

If an administrator works beyond the minimum number of days in his/her contract, these extra days may not be deducted from the following year's contract.

The administrator must work the full number of days called for in his/her contract of employment unless specifically released by the Board.

An administrator may be paid for extra days worked beyond the number of days contracted for, only in the event of unforeseen circumstances, such as the receipt of unanticipated grants or contracts, requiring the administrator to work additional days. The superintendent shall be responsible to inform the Board of such circumstances and such payment shall be at the discretion of the Board.

END OF POLICY

Legal Reference(s):

ORS 334.125 (7)

DELETE

Columbia Gorge ESD

Code: CCD
Adopted: 5/18/11
Orig. Code: CCD

Contracts - Administrative

"Administrator" means a person who is employed as an administrator or is performing administrative duties, regardless of whether the person is required to have a license, and includes but not limited to superintendents, assistant superintendents and business managers. Administrator does not include a person who is subject to ORS 342.805 to 342.937.

The ESD shall enter into an employment contract with each administrator, that has provisions that cover the duration of the contract, conditions for contract termination and extension and conditions of employee resignation. The ~~That~~ contract shall be kept on file in the ESD office.

The ESD may not enter into an employment contract that contains provisions that expressly obligates the ESD or school to compensate the administrator for work that is not performed.

The ESD may provide health benefits for an administrator who ~~that~~ is no longer employed by the ESD until the administrator:

1. Reaches 65 years of age; or

2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the administrator may not:

1. Purchase property or surplus property owned by the ESD or school; or

2. Use property owned by the ESD or school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 342.549

Columbia Gorge ESD

Code: CCDA
Adopted: 5/18/11
Orig. Code: CCDA

Professional and Community Service Organization Expenses - Administrators

(Part of contract)

1. Administrative staff members may be reimbursed for, or the ESD may pay directly for, dues to professional organizations representing the administrator's work assignments.

2. Community service organization dues or expenses may be reimbursed to administrators with direct authorization of the Board.

3. No expenses or meals may be paid for events that are primarily for entertainment or recreational purposes.

4. All expenses incurred under this policy must be budgeted for in accordance with district policies and procedures.

5. This policy is to be applied in conjunction with Board Policy DLC and DLC AR - Expense Reimbursement and Board Policy CBA - Duties of the Superintendent.

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

DELETE

Columbia Gorge ESD

Code: CCG
Adopted: 1/17/18
Orig. Code: CCG

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrative personnel. The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program~~,~~ and management of the ESD, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least once each year. The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;

2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;

3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and

4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation~~,~~ and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards[1] adopted by the State Board of Education~~:~~.

1. Visionary leadership;

2. Instructional improvement;

3. Effective management;

4. Inclusive practice;

5. Ethical leadership; and

6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

[1] These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Local evaluation and support systems established by the ESD for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:

    a. Classroom-based assessments including observations, lesson plans~~,~~ and assignments;
    b. Portfolios of evidence~~:~~;
    c. Supervisor reports; and
    d. Self-reflections and assessments.

3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success~~.~~;

4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path~~.~~;

5. Customized by the ESD, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices of the administrator;

2. Refine the support, assistance and professional growth opportunities offered to the~~an~~ administrator, based on the individual needs of the administrator and the needs of the students, the schools, districts~~,~~ and the ESD;

3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;

4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators;

5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and

6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the ESD must evaluate administrators on~~or~~ a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 334.125(7)
ORS 342.513

ORS 342.815 to- 342.934

OAR 581-022-2405

OAR 581-022-2410
OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).

Code: CCG AR
Adopted: 8/19/15
Orig. Code: CCG-AR

D

Columbia Gorge
EDUCATION SERVICE DISTRICT

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Licensed Administrator Evaluation Process

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July 1, 2015

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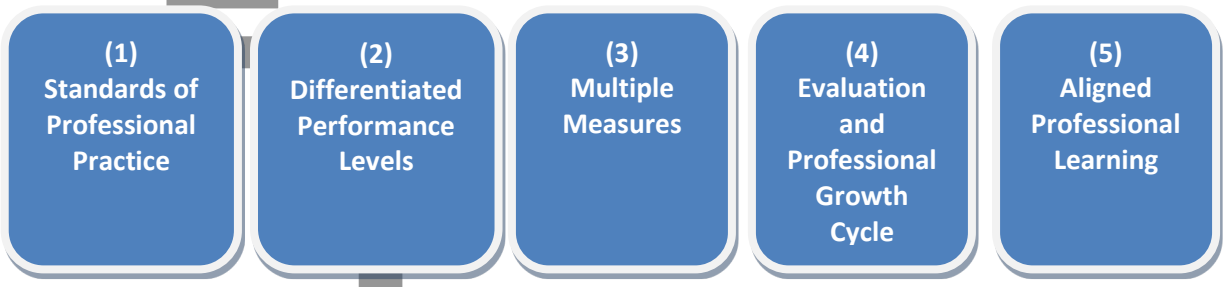
INTRODUCTION

Columbia Gorge ESD believes the primary objective of an evaluation system is to improve classroom instruction specialist practice and program leadership in order to facilitate a positive learning environment for students. The flexibility of the following program promotes teacher/specialist growth, student learning and instructional leadership which will be positively reflected in the attitude and performance of our students.

Oregon Requirements for Teacher and Administrator Evaluation and Support Systems

The teacher and administrator evaluation and support systems for CGESD includes the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for the evaluation and support system. The Oregon Framework describes the state criteria for each of these elements. The CGESD system is aligned to these elements.

1. **Standards of Professional Practice.** The administrator standards adopted by CGESD align those adopted by the state of Oregon and with the Interstate School Leaders Licensure Consortium (ISLLC) and the Education Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership.
2. **Differentiated (4) Performance Levels**. Each standard has four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. The levels describe the performance of administrators ranging from those highly accomplished professionals who are able to share their expertise with colleagues (Distinguished) to those still striving to master rudiments of instructional leadership (Unsatisfactory).
3. **Multiple Measures**. At least two pieces of data/evidence are used to measure administrator performance in each of the three categories: Professional Practice (PP), Professional Responsibilities (PR) and Student Learning and Growth Goal (SLGG). Annually, administrators will establish at least two student learning and growth goals and one professional growth goal. Administrators will explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of the data, collecting more information on decisions made, evaluating the results, and using the results to set new goals.
4. **Evaluation and Student Growth and Professional Responsibilities Plan** (SGPRP). Administrators are evaluated on a regular cycle that includes self-reflection, goal setting, observations, formative and summative evaluations.
5. **Aligned Professional Learning**. Professional learning and growth connect to the evaluation process for teachers/specialists and, in turn, direct professional development. The administrator should work with their evaluator to identify professional development needs and align to the evaluation outcomes.

Instructional Leader Standards of Professional Practice

Oregon's administrator standards have embedded **cultural competency** and **equitable practice** in each

standard. These standards guide administrative preparation, licensure and job performance. In Oregon, the adopted administrator standards align with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) 2009 standards for Educational Leadership.

Oregon was very explicit and intentional about highlighting the importance of **cultural competency** and **equitable practices** in the administrator standards. The six domains for administrator professional practice are as follows:

Standard #1: Visionary Leadership
The instructional leader has the knowledge, ability and cultural competence to improve learning and achievement to ensure success of all students by *facilitating the development, articulation, implementation and stewardship of a school and district vision of learning supported by the school community.*

Standard #2: Instructional Improvement
The instructional leader has the knowledge, ability, and **cultural competence** to improve learning and achievement to ensure success of all students by *promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and developing, in collaboration with stakeholders a school performance plan and student learning and growth goals.*

Standard #3: Effective Management
The instructional leader has the knowledge, ability, and **cultural competence** to improve learning and achievement to ensure success of all students *by managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.*

Standard #4: Inclusive Practice
The instructional leader has the knowledge, ability and **cultural competence** to improve learning and achievement; to ensure success of all students by *collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity and excellence, and to promote communication among diverse groups.*

Standard #5: Ethical Leadership
The instructional leader has the knowledge, ability, and **cultural competence** to improve learning and achievement to ensure success of all students by *acting with integrity, fairly, and in an ethical manner.*

Standard #6: Socio-Political Context
The instructional leader has the knowledge, ability, and **cultural competence** to improve learning and achievement to ensure success of all students by *understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.*

As written, these standards do not comprise an assessment system. Rather, they comprise a guiding vision for an assessment system, providing a conceptual umbrella for the specific components, elements, and descriptions of performance, and the techniques used to document that performance.

Levels of Performance

Each standard has four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. The levels describe the performance of administrators ranging from those highly accomplished professionals who are able

to share their expertise with colleagues (Distinguished) to those still striving to master rudiments of instructional leadership (Unsatisfactory).

The levels of performance as described in the Domains and Standards are especially useful to help administrators with their leadership, complete a self-assessment, or to support mentoring or coaching relationships. They also can act as a potent catalyst for professional discussion and goal setting.

Description of the Levels of Performance

Distinguished

Administrators at this level are master educators who make a contribution to the profession both in and outside their educational settings. These professionals operate at a qualitatively different level, where the programs under their supervision become communities of learners, with students highly motivated, engaged in learning, and assuming considerable responsibility for their own learning. "Consistently," and "continually," are words commonly used when describing the administrator's performance.

Proficient

The educator clearly understands the concepts underlying the components of the standards and implements them well. Most experienced administrators will regard themselves, and be regarded by others, as performing at this level. "Usually," "regularly" and "the majority of the time" are words used to describe performance at this level. ***To have program administrators performing at the proficient level or higher is the goal of the Professional Growth and Performance Assessment.***

Basic

The educator appears to understand the concepts underlying the standards and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, observation of peers, and/or support by a mentor may enable the administrator to become proficient. Educator performance is inconsistently competent. "Inconsistently," "sometime," "at times," and "unevenly" are commonly used to describe the administrator's performance at this level.

Unsatisfactory

The educator does not demonstrate an understanding of the concepts underlying the standard. Working on fundamental practices associated with the elements of the standard may enable the administrator to grow and develop in this area. "Seldom or rarely" are often used to describe an educator's performance at this level.

Multiple Measures

PROFESSIONAL PRACTICE: Evidence of school leadership practices, teacher effectiveness, and organizational conditions.

- **a.** Observation of Leadership Practices: Evaluator's observations, documentation and feedback on the Instructional Leader's leadership practices; both formal and informal.
- **b.** Examination of Artifacts: Staff meeting agendas, feedback to teachers (drop-in observations), staff surveys on instructional leadership, student/parent/staff climate surveys, staff communications (emails, letters, etc.), staff development (SIW's & staff meetings), student/staff handbooks, records of mentoring/coaching staff, teacher use of data, teacher observations, summative formative teacher evaluations.

c. Professional Conversations: The evaluator and instructional leader will engage in a series of conversations throughout the evaluation cycle.

PROFESSIONAL RESPONSIBILITIES: Evidence of Instructional Leader's progress toward their own professional goals and contribution to school and district goals.

a. Self Reflection & Assessment
b. School Performance Plans
c. Parent & Community Involvement
d. Distributed Leadership
e. Collaborative Relationships
f. Professional Goals

STUDENT LEARNING & GROWTH: Evidence of the Instructional Leaders impact on the academic growth of all students, regardless of socio-economic status, language, and family background, contributing to the overall program/school success.

a. Instructional Leaders will establish at least two student learning and growth goals.
b. Goals should include program outcome measures.

DELETE

The Oregon Matrix for Summative Evaluation for Teachers and Administrators

CGESD uses the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersect with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, and Directed) and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)					
	LEVEL 4 *(Highest)*	**COLLEGIAL** Focus on SLG Goals ***SLG INQUIRY*** *due to **LOW** level of fidelity between measures* **3**	**FACILITATIVE *or* COLLEGIAL** Focus on SLG Goals Determined post inquiry ***SLG INQUIRY*** *due to only **SOME** level of fidelity between measures* **3 or 4**	**FACILITATIVE** Educator leads development of Professional Growth Plan **GOOD** level of fidelity between measures **4**	**FACILITATIVE** Educator leads development of Professional Growth Plan **HIGHEST** level of fidelity between measures **4**
	LEVEL 3	**COLLEGIAL *or* CONSULTING** Focus on SLG Goals Determined post inquiry ***SLG INQUIRY*** *due to **SOME** level of fidelity between measures* **2 or 3**	**COLLEGIAL PLAN** Focus on SLG Goals **GOOD** level of fidelity between measures **3**	**COLLEGIAL** Educator and evaluator collaboratively develop Professional Growth Plan **HIGHEST** level of fidelity between measures **3**	**COLLEGIAL** Educator and evaluator collaboratively develop Professional Growth Plan **GOOD** level of fidelity between measures **3**
	LEVEL 2	**CONSULTING** Focus on SLG Goals Evaluator consults with the educator and guides the development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**CONSULTING** Focus on SLG Goals Evaluator consults with the educator and guides the development of Professional Growth Plan **HIGHEST** level of fidelity between measures **2**	**CONSULTING** Evaluator consults with the educator and guides the development of Professional Growth Plan **GOOD** level of fidelity between measures **2**	**COLLEGIAL *or* CONSULTING** Determined post inquiry ***PP/PR INQUIRY*** *due to only **SOME** level of fidelity between measures* **2 or 3**
	LEVEL 1 *(Lowest)*	**DIRECTED** Focus on SLG Goals Evaluator determines Professional Growth Goal **HIGHEST** level of fidelity between measures **1**	**DIRECTED** Focus on SLG Goals Evaluator determines Professional Growth Goal **GOOD** level of fidelity between measures **1**	**CONSULTING *or* DIRECTED** Determined post inquiry ***PP/PR INQUIRY*** *due to only **SOME** level of fidelity between measures* **1 or 2**	**CONSULTING** Evaluator consults with the educator and guides the development of Professional Growth Plan ***PP/PR INQUIRY*** *due to only **LOW** level of fidelity between measures* **2**
		LEVEL 1 *(Lowest)*	**LEVEL 2**	**LEVEL 3**	**LEVEL 4** *(Highest)*
		X-AXIS: Rating on Student Learning and Growth			

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

COMPONENTS OF THE OREGON MATRIX

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator's evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district's rubric. The evaluator will already have gauged the educator's performance on each standard/performance indicator on the rubric with four performance levels. In the Danielson rubric, educators will have received a performance level for all 22 components. The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:

   3.6 - 4.0 = 4 PP/PR
   2.81-3.59 =3 PP/PR
   1.99 – 2.8 = 2 PP/PR*
   < 1.99 = 1 PP/PR

   ***PP/PR Scoring Rule**: If the educator scores two 1's in any PP/PR component and his/her average score falls between 1.99-2.499, the educator's performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG)

After the educator's PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator's rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually.

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: • 4 on both goals	You could score: • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal	You could score: • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal	You could score: • 1 on both goals, or • 1 on one goal & 2 on one goal

III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or group are included.

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	**Yes**	**No**
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goal vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the curriculum or developmental skills based on local, state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator.

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students.

	Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.

Level 1 *(Lowest)*	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersects with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Facilitative - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Collegial - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

The collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administer) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

DELETE

Columbia Gorge ESD

LICENSED ADMINISTRATOR EVALUATION CYCLE

Targeted Date*	Employee	Employee Activity	Supervisor Recommended Activity**	Supervisor
October 1st	☐	Complete Administrator Reflection Guide	Meet with Administrator to review Reflection Guide, goals for professional practice and student learning and growth, and Professional Growth Plan.	
	☐	Establish Administrator goals for professional practice and student learning and growth		
	☐	Develop Administrator Professional Growth Plan (PGP)		☐
October1st – January 15th			Observation and Collection of Evidence Complete CGESD Leadership Rubric	☐
January 15th - 31st	☐	Review employee performance goals (including student performance data) with supervisor		☐
3rd Wednesday in February			Recommendations Provided to Board (renewal, non-renewal/ extension, non-extension)	☐
March 15th			Renewal/Extension – ORS 342.815	☐
May 1st - May 31st	☐	Review of PGP • Complete PGP Self-Reflection	Complete Administrator Evaluation Summary	☐
June 15th	☐	Meet with Supervisor for end of year review.		☐

* Dates targeted, but not mandated, for completion of activity ** Activities recommended but not mandated

Columbia Gorge ESD

Licensed Administrator Reflection Guide

Administrator: _____ Assignment:_____

Educational Leadership/Administrator Standards:

Standard #1: Visionary Leadership

An educational leader 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 stakeholders.

Standard #2: Instructional Improvement

An educational leader 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.

Standard #3: Effective Management

An educational leader 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.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Standard #5: Ethical Leadership

An educational leader 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.

Standard #6: Socio-Political Context

An educational leader 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.

Reflection Guide:

Which of the above administrator standards, based on performance indicators or evaluations, do you consider to be an area of strength or accomplishment?

Which of the above administrator standards, based on performance indicators or evaluations, do you consider to be areas in need of improvement?

Columbia Gorge ESD

Licensed Administrator Performance Goals

Administrator: _____ Assignment:_____

1. Performance Indicators: *(Using your Reflection Guide, identify those Domains for Professional Growth and Administrator Standards which are most appropriate as the basis for current performance goals.)*

2. Performance Goals: [*A written statement that clearly describes certain actions or tasks with a measurable end result. Goals should be SMART (S-specific, M-measurable; A-attainable; R-relevant; T-timely) and focused on developing your skills to improve student learning, your job performance or the program in which you work.*]

   A) Professional Responsibility Goal:

   B) Student Learning and Growth Goal #1:

   C) Student Learning and Growth Goal #2:

3. What activities will help you meet your goals? *(Examples: trainings, reading professional material, observations, compiling information, practicing a skill, working with a mentor, keeping a journal, developing a process or setting up a system or way to do something.)*

   A) Professional Responsibility Goal:

   B) Student Learning and Growth Goal #1:

   C) Student Learning and Growth Goal #2:

4. What resources will help you meet your goals? *(Examples: books, workshops or classes, people such as your supervisor, team leader or team members, Internet access.)*

   A) Professional Responsibility Goal:

   B) Student Learning and Growth Goal #1:

   C) Student Learning and Growth Goal #2:

5. How will you know that you have met your goals?

   A) Professional Responsibility Goal:

   B) Student Learning and Growth Goal #1:

   C) Student Learning and Growth Goal #2:

_____ _____

Employee Signature Date Supervisor Signature Date

Licensed Administrator Professional Growth Plan (PGP)

Standards for Professional Development Plans

Each CPD plan shall have as a primary purpose improved student learning by improving professional skills of educators. Each plan shall be designed to assist the educator to:

1) achieve district, state and national standards;
2) keep current with the development and use of best practices; and
3) develop ways to enhance learning for a diverse student body.

Educator: _____ **Supervisor/Advisor:** _____

Assignment: _____ **License:** ☐ Initial ☐ Basic ☐ Standard or Continuing

PGP Option: ☐ District Plan ☐ Individual Plan

This plan will address: (check all that apply)

Administrator Standards:

- ☐ Visionary Leadership
- ☐ Effective Management
- ☐ Ethical Leadership

Administrator Standards:

- ☐ Instructional Improvement
- ☐ Inclusive Practice
- ☐ Socio-Political Context

Performance goals and objectives of the PGP:

Proposed activities and experiences to meet your goals:

How will the plan help you to enhance student learning?

What resources will you use to complete your plan?

_____ _____

Supervisor/Advisor Signature* Date Educator Signature Date

**This verifies that I have reviewed the proposal and am aware of the activities required.*

REVISIONS TO PROFESSIONAL GROWTH PLAN

How are you revising your plan?

Supervisor/Advisor Signature* Date Educator Signature Date

END OF YEAR REFLECTION ON PROFESSIONAL GROWTH PLAN

Comment briefly on your PGP activities and the effect that you observed on student learning and any adjustments you made or will make to enhance student learning. (Attach additional pages as needed.)

Supervisor/Advisor Signature* Date Educator Signature Date

I have reviewed the results of the PGP plan and verify completion of the plan.

The district retains the completed form.

DELETE

COMPLETION OF PROFESSIONAL GROWTH PLAN

Training taken in support of attaining goals is listed as Professional Development Units (PDUs: see chart note below)

List Professional Development Activity	Domain(s)	Number of PDUs

Core Teaching Standards
1 = Visionary Leadership
2 = Instructional Improvement
3 = Effective Management
4 = Inclusive Practice
5 = Ethical Leadership
6 = Socio-Political Content

Note:
One clock hour = one PDU
One quarter hour credit = 20 PDUs
One semester hour credit = 30 PDUs
Minimum of PDUs:
75 for three-year license
125 for five-year license

Columbia Gorge ESD

Licensed Administrator Evaluation Summary

Administrator: _____ Assignment:_____

1. In what specific areas does the observation record or collected evidence indicate that the licensed administrator has shown development and growth?

2. In what specific areas does the observation record or collected evidence indicate that the licensed administrator needs improvement?

3. What have been the licensed administrator's specific results in, and levels* of student learning and growth?

   A. Student Learning and Growth Goal #1:

   Level of Growth: 1 2 3 4

   B. Student Learning and Growth Goal #2:

   Level of Growth: 1 2 3 4

   Composite SLG Rating (Sum of SLG #1 and SLG #2):

   Level 4 = Total of 8 Level 3 = Total of 6 or 7 Level 2 = Total of 4 or 5 Level 1 = Total of 3 or less

   *Level 1: Less than 70% of students met their target
   Level 2: 70-89% of students met their target
   Level 3: 90% of students met their target
   Level 4: At least 90% of students met their target with 25% or more exceeding their target.

4. How has the licensed administrator met, failed to meet, or exceeded their professional responsibility goal?

5. What is the level of professional practice based on the adopted performance indicators*?

Unsatisfactory = 1 Basic = 2 Proficient = 3 Distinguished = 4

Visionary Leadership component total = Instructional Improvement component total =

Effective Management component total = Inclusive Practice component total =

Ethical Leadership component total= Socio-Political Context component total=

Professional Practice Rating* (total of all components divided by the number of components (22)):

3.6-4.0 = Level 4 2.81-3.59 = Level 3 1.99-2.8 = Level 2 ≤1.98 = Level 1

6. Recommended Type of Professional Growth Plan using the Oregon Matrix for Summative Evaluations:

Facilitative Collegial Consultative Directed

7. The following attachments are a part of this report:

- ☐ Licensed Administrator Performance Goals
- ☐ Licensed Administrator Professional Growth Plan
- ☐ Licensed Administrator Observation Records
- ☐ Licensed Administrator Ratings on Performance Indicators
- ☐ Student Academic Learning and Growth Data
- ☐ Licensed Administrator's response, if desired

This is to certify that we have read and discussed the above report.

_____ _____

Licensed Administrator's Signature Date Supervisor's Signature Date

CGESD Educational Leadership/Administrator Rubric

The Columbia Gorge Education Service District Educational Leadership/Administrator Rubric is adapted from the work of the Oregon Department of Education (ODE) in partnership with the Northwest Regional Comprehensive Center (NWRCC) and draws from rubrics created by the Council of Chief State Program Officers (CCSSO), the Kansas Department of Education, and others. It is aligned to the requirements in the *Oregon Framework for Teacher and Administrator Evaluation and Support System* and uses the Oregon Educational Leadership/Administrator standards as its foundation. The Educational Leadership/Administrator Standards are as follows:

Standard #1: Visionary Leadership

An educational leader 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 stakeholders.

Standard #2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive program culture and instructional program conducive to student learning and staff professional growth.

Standard #3: Effective Management

An educational leader 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.

Standard #4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

Standard #5: Ethical Leadership

An educational leader 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.

Standard #6: Socio-Political Context

An educational leader 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.

<u>Levels of Performance</u>

The Educational Leadership/Administrator evaluation framework uses a rating scale based on four performance levels: Unsatisfactory, Basic, Proficient and Distinguished. The levels describe the performance of administrators ranging from those who are still striving to master the rudiments of program leadership (Unsatisfactory) to highly accomplished leaders who are able to share their expertise and wisdom with colleagues (Distinguished).

DRAFT

Description of the Levels of Performance

- **Unsatisfactory** - Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.

- **Basic** - Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.

- **Proficient -**Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.

- **Distinguished** - Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

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CGESD Educational Leadership/Administrator Rubric - Standard #1: Visionary Leadership

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1 a. Collaboratively develop and implement a shared vision and mission	Produces a generic or vague vision and mission, minimally aligned to the district vision. The educational leader involves few or no stakeholders. Collaboration, if present, is procedural or superficial. Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the community.	Produces a partial or incomplete vision and mission partially aligned to the district vision, acquire limited knowledge of the community by involving some stakeholders, and collaborate during parts of the process. Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the community. Ensure the program's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the program is incomplete or nonexistent.	Develops a vision and mission that is aligned to the district vision, acquire adequate knowledge of the community by involving stakeholders, and collaborate throughout most of the process. Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the community. Ensure the program's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the program.	Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the community by involving key stakeholders, and collaborated throughout the process. Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the community. Well-defined and consistent processes to ensure the program's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the program were apparent.
1 b. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	Rarely uses information/data from multiple sources to identify goals and assess organizational effectiveness. Rarely disseminates or updates data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.	Occasionally uses information/data from multiple sources to identify goals and assesses organizational effectiveness. Occasionally disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.	Routinely uses information/data from multiple, yet similar, sources to identify goals and assess organizational effectiveness. Regularly analyzes, interprets, disseminates, and updates appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.	Consistently uses information/data from multiple and varied sources to identify goals and assess organizational effectiveness. Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.

CGESD Educational Leadership/Administrator Rubric - Standard #1: Visionary Leadership

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
1 c. Create and implement plans to achieve goals	Rarely sets interim and long-term goals for improvement of students' academic achievement, social acuity, and/or equity. Develop the alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.	Occasionally sets long-term goals for improvement, create an improvement plan collaboratively with a few people, and occasionally monitor the implementation through data collection and analysis.	Sets interim and long-term goals for improvement; creates an improvement plan collaboratively with a diverse team of stakeholders, and practice regular monitoring of the implementation through data collection and analysis.	Systematically sets interim and long-term goals for improvement, creates an improvement plan that includes plans to address barriers to positive change collaboratively with a diverse team of stakeholders, and practiced frequent monitoring of the implementation through data collection and analysis.
1 d. Promote continuous and sustainable improvement	Rarely communicates to stakeholders in ways that will promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.	Promotes continuous improvement through occasional communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.	Promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability.	Promotes continuous improvement through communication in a variety of formats and to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.
1 e. Monitor and evaluate progress and revise plans	Practices little or no monitoring of interim and long term improvements plans through data collection and analysis. No adjustments will be made when needed; or uninformed, inappropriate adjustments will not be made.	Practices limited or periodic monitoring of interim and long term improvement plans through data collection and analysis, making limited or trivial adjustments.	Practices regular monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed. The monitoring may not be as frequent as needed.	Practices comprehensive, ongoing monitoring of interim and long term improvement plans through data collection and analysis, making adjustments as needed.

CGESD Educational Leadership/Administrator Rubric - Standard #2: Instructional Improvement

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
2 a. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the program culture and high expectations for learning. Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.	Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the program culture and high expectations for learning. Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.	Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the program culture and high expectations for learning. Regularly plans and implements processes and procedures that creates a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.	Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the program culture and high expectations for learning. Systematically plans and implements processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.
2 b. Creates a comprehensive, rigorous and coherent curricular program	Provides district and program instructional guidelines (standards, curriculum, pacing guides, etc.), that were available to teachers.	Provides district and program instructional guidelines (standards, curriculum, pacing guides, etc.), which were usually comprehensive, rigorous and coherent. These were available to teachers and students.	Provides district and program instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These are available and clearly communicated to teachers and students.	Provides district and program instructional guidelines (standards, curriculum, pacing guides, etc.), which were comprehensive, rigorous and coherent. These were available and specifically communicated to teachers, students, and other stakeholders.

CGESD Educational Leadership/Administrator Rubric - Standard #2: Instructional Improvement

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
2 c. Creates a personalized and motivating learning environment for students	Utilizes little or no student data to inform instructional decisions, differentiates instruction, or determines instructional interventions for students. Offers little or no variety of intracurricular and extracurricular activities or the activities/clubs provided met the needs of few students.	Occasionally reviews student data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results. Offers a limited variety of intracurricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	Informs instructional decisions, differentiates instruction, and/or provides appropriate instructional interventions based on student learning results and/or other student needs. Offers an adequate variety of intracurricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	Systematically reviews student data and consistently and effectively used it to inform instructional decisions, differentiate instruction, and provide appropriate instructional interventions based on student learning results and other student needs. Offers a wide variety of intracurricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
2 d. Supervise and support instruction	Provides little or no monitoring of the use of program and district instructional guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	Establishes a process for monitoring the use of program and district instructional guidelines. Uses only occasionally, on a limited basis, or only across some classrooms.	Establishes an appropriate process for monitoring the implementation of program and district instructional guidelines. Articulates and used by the educational leader across all classrooms to support effective instruction.	Establishes a systematic process for monitoring the implementation of program and district instructional guidelines. Feedback is clearly articulated and used consistently by the educational leader across all classrooms to support effective instruction.

CGESD Educational Leadership/Administrator Rubric - Standard #2: Instructional Improvement

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
2 e. Develop assessment and accountability systems to monitor student progress	Utilizes little or no student data to monitor student progress and provides teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only. Provides minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	Occasionally reviews data, used it in a limited or superficial manner to monitor student progress, and provides teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows. Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Reviews data, uses it to monitor student progress, and provides teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows. Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Systematically reviews data, consistently and effectively used it to monitor student progress, and provides teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows). Each group was encouraged to contribute additional relevant data. Provides dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.
2 f. Develop the instructional and leadership capacity of staff	Attempts to establish a culture of distributed leadership within the program, district, and community. The educational leader has minimal expectations for staff to take a role in decision making and serve in leadership roles. There is little or no evidence of capacity building related to distributed leadership.	Begins to establish a culture of distributed leadership within the program, district, and community or sustain the established culture with mixed results. The educational leader has limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Capacity building related to distributed leadership was limited to only a few staff and/or stakeholders.	Establishes a culture of distributed leadership within the program, district, and community. The educational leader has expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise but may have had uneven results. Appropriate capacity building related to distributed leadership was established, and opportunities for shared leadership with staff and other stakeholders were routinely provided.	Establishes and sustains a culture of distributed leadership within the program, district, and community. The educational leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Extensive capacity building related to distributed leadership was established, and there were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.

CGESD Educational Leadership/Administrator Rubric - Standard #2: Instructional Improvement

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
2 g. Maximize time spent on quality instruction	Focuses teacher and organization time to support quality instruction and student learning, allowing interruptions during the program day to disrupt instructional time.	Makes efforts to eliminate interruptions during the program day and adjusts the master schedule to encourage collaboration time for teachers.	Minimizes interruptions during the program day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.	Manages time in ways that assure teaching and learning are the program's top priority. This included implementing procedures that prohibit unnecessary interruptions during the program day, providing sufficient time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher use of collaborative time.
2 h. Promote the use of the most effective and appropriate technologies to support teaching and learning	Is aware of few or none of the effective and appropriate technologies that support teaching and learning and did not support funding for these tools.	Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, funded purchase of these tools when possible, and promotes their use in many classrooms.	Is aware of many of the most effective and appropriate technologies that support teaching and learning, sought after and acquired funding for the purchase of these tools, provided professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms.
2 i. Monitor and evaluate the impact of instruction	Reviews individual student, classroom, and/or program data in order to monitor and evaluate the impact of instruction. Minimal time or support/ guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	Reviews program data and does not use classroom and individual student data to monitor and evaluate the impact of instruction. Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Regularly reviews individual student, classroom, and program data to monitor and evaluate the impact of instruction. Regularly schedules time and adequate support/ guidance provides for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	Consistently and systematically reviews individual student, classroom, and program data to monitors and evaluates the impact of instruction. Dedicates, scheduled time and comprehensive support/ guidance was provided for teachers and other support staff to collaboratively reviews and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

CGESD Educational Leadership/Administrator Rubric - Standard #3: Effective Management

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3 a. Monitor and evaluate the management and operational systems	Rarely monitors routines, processes, and procedures and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Occasionally monitors routines, processes, and procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.	Regularly monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	Systematically monitors routines, processes, and procedures and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
3 b. Obtain, allocate, align, and efficiently use human, fiscal, and technological resources	Limits awareness of program, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and program goals. Develops, implements, or modified program budgets.	Is aware of a variety of program, district, and external resources (human, fiscal, and technological) and occasionally obtains, allocates, and aligns those resources to district and program goals. Occasionally develops, implements, and modifies program budgets that were somewhat aligns with program and district priorities.	Is aware of a variety of program, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns program and district resources to district and program goals in order to create a safe and efficient learning environment for all students and staff. Regularly develops, implements, and modifies program budgets that were usually aligns with program and district priorities.	Is aware of a variety of program, district, and external resources (human, fiscal, and technological) and systematically obtains, allocated, and aligned those resources to district and program goals in order to create a safe and efficient learning environment for all students and staff. Systematically develops, implemented, and modifies program budgets that were consistently aligned with program and district priorities.

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CGESD Educational Leadership/Administrator Rubric - Standard #3: Effective Management

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
3 c. Promote and protect the welfare and safety of students and staff	Considers the physical safety of students and staff maintains and/or implements a current program safety plan, or the plan in place ensures physical safety of students and staff. .	Maintains and implements a program safety plan that was monitors on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas, and office settings. Strives to provide appropriate emotional support to staff and students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.	Implements a program safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. The leader proactively monitors and adjusts the plan in consultation with staff, students, and outside experts. Assumes responsibility for the social, emotional, and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.	Is proficient AND serves as a resource for others in leadership roles beyond the program that were developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery. Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader ensures that students and staff are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.
3 d. Develop the capacity for adaptive leadership	Practices little or no monitoring of the implementation of the program improvement plan through data collection and analysis.	Practices limited or periodic monitoring of the implementation of the program improvement plan through data collection and analysis, making limited or trivial adjustments as needed.	Practices regular reflection on and monitoring of the implementation of the program improvement plan through data collection and analysis, making adjustments as needed.	Practices regular reflection on and comprehensive, on-going monitoring of the implementation of the program improvement plan through data collection and analysis, making adjustments as needed.
3 e. Ensure teacher and organizational time is focused to support quality instruction and student learning	Involves little or no staff in the decisions about professional learning, including leading it. Limited time provided for staff collaboration and professional learning.	Involved staff in limited engagement when selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning.	Appropriately engages staff in selecting and/or designing professional learning opportunities, and staff is regularly involved with delivering professional learning. Professional learning focusses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration.	Actively engages staff in selecting and designing professional learning opportunities, and staff were frequently involved with delivering professional learning. Professional learning was focused to support quality instruction and student learning, and extensive time was provides and protected for staff collaboration and professional learning.

CGESD Educational Leadership/Administrator Rubric - Standard #4: Inclusive Practice

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
4 a. Collect and analyze data pertinent to equitable outcomes	Develops a program improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices little or no collection and analysis of data to measure progress toward the goals in the program improvement plan.	Develops a program improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices limited or periodic collection and analysis of data to measure progress toward the goals in the program improvement plan.	Develops a program improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Regularly collects and analyzes data to measure progress toward the goals in the program improvement plan.	Develops a program improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc. Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the program improvement plan.
4 b. Understand and integrate the community's diverse cultural, social, and intellectual resources	Implements minimal plans for building and sustaining relationships with members of the community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the program's vision. Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Implements limited or basic plans for building and sustaining relationships with members of the community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to communicate and implement the program's vision. Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Develops and implements adequate plans for building and sustaining relationships with all members of the community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more regularly communicate and implement the program's vision. Systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Develops and implements comprehensive plans for building and sustaining relationships with all members of the community (staff, students, families, and community partners) in order to understand and integrate the community's diverse cultural, social, and intellectual resources and to more extensively communicate and implements the program's vision. Comprehensive systems and procedures were put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support program and district goals.

CGESD Educational Leadership/Administrator Rubric - Standard #4: Inclusive Practice

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
4 c. Build and sustain positive relationships with families and caregivers	Initiates or responds to few opportunities for program-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to some opportunities for program-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	The evidence indicates that the program leader initiated and responded to many opportunities for program-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers. Systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.	Initiates and responds to multiple and varied opportunities for program-family/caregiver collaborations and partnerships and built positive relationships with families and caregivers. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.
4 d. Build and sustain productive relationships with community partners	Initiates and responds to few opportunities for program-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Initiates and responds to some opportunities for program-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Initiates and responds to many opportunities for program-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support program and district goals.	Initiates and responds to multiple and varied opportunities for program-community collaborations and partnerships. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support program and district goals.

CGESD Educational Leadership/Administrator Rubric - Standard #5: Ethical Leadership

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
5 a. Ensure a system of accountability for every student's academic and social success	Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.	Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provides instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student's academic and social success.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.	Develops and communicates a system of accountability for the academic and social success of every student. The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.
5 b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	Models ethical behavior and/or transparency and rarely engages educators in reflective dialogue.	Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.	Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages some educators in the program in ongoing reflective dialogue.	Consistently models ethical behavior and transparency, wove reflective practice and self-awareness into the culture and codes of the program, and modeled and provided a supportive environment for engaging all educators in the program in ongoing reflective dialogue.
5 c. Safeguard the values of democracy, equity and diversity	Collects and analyzes data in order to gain knowledge of the diverse community, its needs, and resources.	Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse community and its needs and resources and uses the analysis to encourage the values of democracy, equity, and/or diversity.	Collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse community and its needs and resources and used this analysis to safeguard the values of democracy, equity, and diversity.	Systematically collects and analyzes data that was varied and from multiple sources in order to gain extensive knowledge of the diverse community and its needs and resources and used this analysis to continually safeguard the values of democracy, equity, and diversity.
5 d. Evaluate the potential ethical and legal consequences of decision-making	Makes use of potential ethical and legal consequences as part of the decision making process in the program.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the program.	Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the program.	Consistently evaluates the potential ethical and legal consequences of decisions made at administrative classroom levels in the program.

CGESD Educational Leadership/Administrator Rubric - Standard #5: Ethical Leadership

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
5 e. Promote social justice and ensure that individual student needs inform all aspects of programing	Is aware of few of the program and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains a system, or an incomplete or ineffective system put in place, to evaluate the effectiveness of program, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of some of the program and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and made limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains a limited or ambiguous system to evaluate the effectiveness of program, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of many of the program and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services and used these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains an appropriate evaluation system, but it is not consistently used to evaluate the effectiveness of program, district, and external resources and services in promoting social justice and meeting the needs of the students.	Is aware of a variety of the program and/or district-provides student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population. Maintains a comprehensive system, and it is consistently used to evaluate and provide feedback on the effectiveness of program, district, and external resources and services in promoting social justice and meeting the needs of the students.

DELETE

CGESD Educational Leadership/Administrator Rubric - Standard #6: Socio-Political Context

Component	LEVELS OF PERFORMANCE			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
6 a. Advocate for children, families, and caregivers	Seeks appropriate provisions to ensure equitable opportunities for success for every student.	Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.	Advocates for equity and adequacy in providing for students' and families'/ caregivers' educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.
6 b. Act to influence local, district, state, and national decisions affecting student learning	Seeks relationships with stakeholders and policy makers regarding education.	Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning	Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.	Actively develops relationships with and taught others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.
6 c. Assess, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies	Keeps up with emerging trends and initiatives.	Is aware of emerging trends and initiatives and how these might impact education.	Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Consistently assesses analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.

DELETE

DOMAIN 1: VISIONARY LEADERSHIP

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
1a Collaboratively develops and implements a shared vision and mission	The vision and/or mission for the school and what the school stands for are not fully developed.	Some staff and students understand the vision and mission of the school.	Majority of staff and students understand the vision and mission of the school. The collaboratively developed vision and mission guides school practices.	Characteristics and qualities of the school's mission and vision are highly evident throughout the school community. The collaboratively developed mission and vision drive school practices.
1b Collects and uses data to identify goals, assess organizational effectiveness in order to promote organizational learning	Inconsistently: • Uses data to assess the school's strengths and areas needing improvement. • Decisions are not always data driven. • Provides disaggregated data to staff for the purpose of identifying areas that need support.	Occasionally: • Uses data to accurately assess the school's strengths and areas needing improvement. • Data is used to inform the creation of focused, measureable school and district goals. • Provides teams with disaggregated data for the purpose of identifying areas that need improvement.	Consistently: • Uses a variety of data sources to accurately assess the school's strengths and areas needing improvement. • Data is used to inform the creation of focused, measureable school and district goals. • Provides teams with disaggregated data for the purpose of identifying areas that need improvement. • Leads a collaborative data assessment process which leads to a comprehensive, results-oriented school performance plan.	Always: • Actively uses, and empowers others in the use of data to accurately assess the school's strengths and areas needing improvement. • Data is used to inform the creation of focused, measureable school and district goals as evidenced by consistent student growth. • Provides teams with disaggregated data for the purposed of identifying areas that need improvement. • Empowers educators to lead the data assessment process which leads to a comprehensive, results-oriented school performance plan.
1c Creates and implements plans to achieve goals which include promoting continuous and sustainable improvement	School and staff goals are communicated: • Ineffectively • Effective methods or activities to achieve goals and plans are not clear to staff.	School and staff goals are communicated: • Effectively • Methods and activities to achieve goals are well understood by the majority of staff.	School and staff goals are communicated: • Effectively • Methods and activities to achieve goals are well understood and implemented by approximately 95% of staff.	School and staff goals are communicated: • Effectively • Staff is motivated and empowered to implement methods and activities to achieve goals. • Staff is motivated through shared leadership to achieve sustainable results for students.

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
2a Nurtures and sustains a culture of collaboration, trust, learning and high expectations	• Does not foster an atmosphere of trust and is unapproachable. • Has inconsistent expectations for staff and student performance. • Spends inordinate time in office or out of the school building rather than in classrooms or other staff work areas.	• Fosters an atmosphere of trust and is approachable by staff and students. • Has consistent expectations for staff and student performance. • Is inconsistently available to staff during the school day.	• Fosters an atmosphere of trust and is approachable by staff and students. • Has consistently high expectations for staff and student performance. • Is available to staff most of the time if not in person through other identified means.	• Models collaboration. • Fosters an atmosphere of trust and is approachable by staff and students • Staff and students feel safe to take learning risks. • Staff and students have consistently high expectations for their performance.
2b Creates a comprehensive, rigorous and coherent curricular program	Ineffectively: • Monitors the curricular program. • Addresses curricular deficiencies.	Intermittently: • Monitors the curricular program. • Addresses curricular program deficiencies.	Consistently and effectively: • Monitors the curricular program to ensure continued rigor and alignment to standards. • Works to develop improved curricular systems where they may have been lacking.	Models high expectations: • Of rigor for all curricular programs. • Empowers staff to monitor and improve curriculum related to teaching assignments.
2c Creates a personalized and motivating learning environment for students	• Inconsistently monitors the learning environment for students.	• Monitors and nurtures the learning environment for all students.	• Consistently and effectively monitors and nurtures the success of every student.	• Models a genuine interest in the personal success of every student. • Successfully creates a school culture, which is motivating for staff and students.
2d Ensures the development of assessment and accountability systems to monitor student progress	• Does not support collaborative team time (e.g. PLCs) process and often uses the team time for lower priority needs.	• Promotes and supports the use of collaborative team time (e.g. PLC) to develop common assessments, interventions and rubrics.	• Consistently and effectively promotes and supports the use of collaborative team time (e.g. PLC) to develop common assessments, interventions, and rubrics.	• Ensures consistent development and implementation of common assessments, interventions and rubrics.

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2e **Uses professional conversations to develop leadership capacity and to promote, enhance and improve practices**	Inconsistently: • Engages in timely and productive professional conversations about improving professional practice. • Develops and leads professional development and leadership. • Facilitates team meetings which do not have established norms and protocols.	Occasionally: • Engages in timely and productive professional conversations about improving professional practice. • Refers to performance standards throughout conversations and connects them to school and District goals. • Leads professional development and leadership opportunities that are connected to student and staff needs. • Supports teachers in their pursuit of leadership opportunities.	Consistently and Effectively: • Engages in timely and productive professional conversations about improving professional practice. • Refers to performance standards throughout conversations and connects them to school and District goals. • Leads professional development and leadership opportunities that are connected to student and staff needs. • Supports teachers in their pursuit of leadership opportunities.	Consistently and Effectively: • Engages in timely and productive professional conversations about improving professional practice. Staff are comfortable talking about personal weaknesses and asking for targeted support. • Refers to performance standards throughout conversations and connects them to school and district goals. • Leads professional development and leadership opportunities that are connected to student and staff needs. • Empowers teachers to pursue leadership opportunities.
2f **Promotes the use of the most effective and appropriate technologies to support teaching and learning**	• Inconsistently provides training on the use of district adopted technologies for the improvement of instruction. • Does not model the effective use of technology and best practices as reflected in staff meetings, observations and professional conversations.	• Seeks and provides training on the use of district adopted technologies for the improvement of instruction. • Models the effective use of technology and best practices as reflected in staff meetings, observations and professional conversations.	• Consistently and effectively seeks and provides training on district adopted technologies for the improvement of instruction. • Models the effective use of technology and best practices as reflected in staff meetings, observations and professional conversations.	• Consistently and effectively seeks and provides training on the use of technologies for the improvement of instruction. • Inspires reluctant users of district approved technology and best practices as reflected in staff meetings, observations and professional conversations.
2g **utilizes District's professional growth and evaluation systems to monitor and evaluate impact of instruction**	Inconsistently: • Monitors the quality, fidelity and rigor of instructional practices. • Evaluation components are not completed for all staff by established timelines.	Attempts to: • Monitor the quality, fidelity and rigor of instructional practices. • Most evaluation components are completed for all staff by established timelines. • Provide quality feedback through established feedback channels but without demonstrable success.	Consistently and Effectively: • Monitors the quality, fidelity and rigor of instructional practices. • Completes all evaluation processes for all staff by established timelines. • Feedback is high quality and leads to improved or enhanced performance by staff as evidenced by improved student outcomes.	Consistently and Effectively: • Monitors the quality, fidelity and rigor of instructional practices and empowers staff to do the same. • Completes all evaluation processes for all staff by established timelines. • Feedback is high quality and leads to improved or enhanced performance by staff as evidenced by improved student outcomes.

2h **Uses student learning and growth goals to drive student growth**	• Instructional staff do not consistently develop quality student learning and growth goals.	• Some instructional staff understand the need for well-constructed goals and invest time in developing data-based targeted and measurable goals for the purpose of growing student learning.	• Nearly all instructional staff understand that good instruction includes gathering data, setting targeted and measurable goals based on that data, and then assessing whether the goals have been met.	• All instructional staff understand that good instruction includes gathering data, setting targeted and measurable goals based on that data, and then assessing whether the goals have been met.

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
3a **Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources**	• Resource allocations may not align with the vision for the school. • Resources are not used effectively and responsibly.	• Resource allocations are aligned with the vision for the school. • Resources are used effectively and responsibly.	• Resource allocations are prioritized to align with the school's vision. • Resources are efficiently and responsibly used. • The instructional leader is innovative as it relates to stretching allocating resources to the greatest extent.	• Resource allocations and expenditures enhance and promote the school's vision. • The instructional leader builds and promotes staff capacity to obtain additional resources which directly impact student growth.
3b **Promotes and protects the welfare and safety of students and staff**	• Communicates safety and behavior expectations inconsistently to staff and students.	• Clearly communicates safety and behavior expectations inconsistently to staff and students. • Reinforces expectations.	• Clearly and consistently communicates safety and behavior expectations to staff and students. • Create systems to reinforce expectations.	• Clearly communicates and collaborates with staff and students in establishing building safety plans and behavior guidelines that promote student growth. • Staff and students can articulate the importance of expectations.
3c **Ensures teacher and organizational time is focused to support quality instruction and student learning**	• Instructional time for core content varies from classroom to classroom.	• Instructional time for core content is consistent from classroom to classroom.	• Ensures that instructional time is focused and protected to support quality, instruction and student learning.	• Ensures that all teacher and instructional time is focused and protected to support quality instruction and student learning. • Engages staff in planning instruction in order to maximize time available which leads to high levels of student growth.

DELET

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
4a **Collects and analyzes data pertinent to student equity and achievement gaps**	Inconsistently: • Uses data resources which do not represent the full picture of school performance. • Does not analyze the data accurately.	Occasionally: • Identifies and uses multiple data resources which represent the full picture of school performance. • Analyzes the data accurately.	Consistently and Effectively: • Identifies and uses multiple data resources which represent the full picture of school performance. • Analyzes the data accurately and uses it to lead school improvement efforts.	Consistently and Effectively: • Identifies and uses multiple data resources which represent the full picture of school performance. • Analyzes the data accurately • The results have a direct impact on sustained student growth.
4b **Understands and integrates the community's diverse cultural, social and intellectual resources**	• Misunderstands and/or inconsistently integrates the community's diverse cultural, social and intellectual resources.	• Attempts to understand and integrate the community's diverse cultural, social and intellectual resources.	• Understands and consistently integrates the community's diverse cultural, social and intellectual resources.	• Understands and consistently includes staff and students in integrating the community's diverse cultural, social and intellectual resources.
4c **Builds and sustains positive and productive relationships with all stakeholders and involves them in school decision making processes**	• Rarely visible to the public, staff and students. • No partnerships exist to support students and staff. • Leader is unresponsive to stakeholder needs.	• Occasionally visible to the public, staff and students. • Partnerships exist to support students and staff. • Leader is occasionally responsive to stakeholder needs.	• Visible to the public, staff and students. • Partnerships exist and are effective in supporting students and staff. • Leader is responsive to stakeholder needs and consistently engages them in school activities.	• Visible to the public, staff and students. • Partnerships exist and are effective in supporting students and staff. • Leader is responsive to stakeholder needs. • Proactively seeks community partnerships that affect student growth.

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
5a Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions to promote such respect	• Occasionally engages in unprofessional behavior.	• Maintains appropriate confidentiality and integrity.	• Maintains a professional demeanor, demonstrates integrity, models ethical behavior. • Sets the tone for the profession in the community.	• Is a role model who consistently demonstrates integrity, fairness, and ethical behavior. • Proactively contributes to the development of others. • Is a recognized asset to the strength of the community.
5b Demonstrates behaviors that are honest, transparent and consistent	• Lack of sound judgment reflecting integrity and fairness and/or does not adequately protect student, family, and/or staff confidentiality.	• Generally exercises sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect student, family, and staff confidentiality appropriately.	• Reliably exercises sound judgment reflecting integrity and fairness; protects student, family and staff confidentiality appropriately; and has the same expectations for staff.	• Is a model of sound judgment reflecting integrity and fairness; protects student, family and staff confidentiality appropriately and has the same expectations for staff.
5c Ensures a system of accountability for every student's academic and social success	• Supports staff and families to identify student needs and necessary support systems resulting in minimal success.	• Works with staff and families to identify student needs and necessary support systems, resulting in student success.	• Models the identification of each student's academic, social, emotional and behavioral needs. • Collaborates with families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in student success.	• Models the identification of each student's academic, social, emotional and behavioral needs. • Empowers staff, students and families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the school, resulting in high levels of student growth.

DOMAIN 6: SOCIO-POLITICAL CONTEXT

COMPONENT	LEVELS OF PERFORMANCE			
	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
6a Advocates for children and families	• Advocates for students and families with inconsistent results.	• Advocates for students and families resulting in some student success.	• Models advocacy for students and families resulting in student successes.	• Empowers staff, students and families to advocate for themselves resulting in high levels of student growth.
6b Accesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies	• Is aware of emerging trends but does not adjust leadership strategies accordingly.	• Is aware of emerging trends and makes attempts to adjust leadership strategies accordingly.	• Is attending to emerging trends and is able to adapt leadership strategies to maximize effects on student learning.	• Has an in-depth understanding of emerging trends and is able to effectively adapt leadership strategies. • Is a catalyst for positive change in the district.

DELETE

Columbia Gorge ESD

Code: CI
Adopted: 5/18/11
Orig. Code: CI

Temporary Administrative Arrangements

When~~In the event~~ the superintendent is to be absent from the ESD, ~~district and unavailable for telephone contact, he/she shall designate a qualified employee of the district to serve as acting~~ ~~[~~the assistant superintendent ~~] [an~~or other administrator~~]~~ will be designated to serve in his/her absence.

If~~In the event~~ the superintendent is unable to serve because ~~he/she~~they are disabled or for some other reason~~otherwise unavailable to serve~~, the Board will assign the superintendent's duties, as appropriate.

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

OAR 581-024-0240
OAR 581-024-0245

Columbia Gorge ESD

Code: CPA
Adopted:

Layoff/Recall - Administrative Personnel

(highly recommended policy)
This policy applies to all licensed administrators below the rank of assistant superintendent.

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs and services of the ESD.

Prior to initial development of a recall procedure for administrators the Board will consult with the employees or a designated representative of the employees covered by this policy.

The ESD will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 334.125(7) ORS 342.934

PROPOSED

Columbia Gorge ESD

Code: CPA-AR
Revised/Reviewed:

Layoff/Recall - Administrative Personnel

General

This administrative regulation applies to all licensed administrators below the rank of assistant superintendent.

The Board retains the right to determine when a layoff is necessary. Layoffs will occur by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall offer recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. The primary factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. Competence includes recent experience, additional training and educational attainments. Merit includes the measure of one's administrative ability and effectiveness against the ability and effectiveness of another administrator.

The Board desires/expects the administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs and services of the ESD.

The ESD determines that when a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section 2 of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section 3. The superintendent or designee may combine remaining positions, if it meets ESD curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

Section 1 - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, or both, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years. The superintendent or designee, as a guideline, may consider whether a person has held a position "directly above" or a position "directly below" the eliminated position. "Directly above" means a supervisory position. "Directly below" means a direct or indirect reporting relationship to the superintendent.

2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

3. "Seniority" is calculated from the first day of actual continuous service as an administrator in the ESD inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.

4. "License" means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public district or ESD.

5. "Qualifications" mean training, experience, skill and other attributes in addition to the individual's license.

Section 2 - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.

2. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.

3. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.

4. The superintendent or designee may recommend layoffs within job groups based on license, seniority, qualifications, merit and/or competence.

5. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.

6. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section 3 below or as provided for in state law given the option of another assignment provided the administrator is licensed and determined by the ESD to be qualified based on merit and/or competence for the assignment.

Section 3 - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section 2 can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit and/or competence and previous administrative positions held as determined by the superintendent or designee.

2. An administrator may voluntarily accept a classroom teaching assignment, if available, in lieu of a layoff.

   a. The administrator may accept a classroom teaching assignment which is currently vacant.
   b. If the administrator previously taught and was a contracted teacher in the ESD, the administrator may displace ("bump") a probationary or contract teacher with less seniority.
   c. If the administrator never taught in the ESD, the administrator may displace ("bump") a probationary teacher with less seniority.

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3. While an administrator retains his/her rights to recall to a vacant administrative position in accordance with Section 4 below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

Section 4 - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.

2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.

3. A laid-off administrator who rejects recall to a position offered by the ESD for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person's previous position, thereby waives any further recall rights, and the administrator's employment terminates effective the date of rejection of the job offer.

4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The ESD retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.

5. Administrators will be recalled based on license, seniority, qualifications, merit and/or competence and other relevant factors.

6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the ESD. The individual shall be allowed ~~[~~10~~]~~ calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the ~~[~~10~~]~~ day period or fails to report for duty on the date specified in the recall notice, the individual's name will be removed from the recall pool. The individual will be considered to have resigned employment with the ESD and waived any further right of recall.

7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.

8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the ESD. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the ESD.

9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the ESD will apply any sick leave accrued from another district employment during the recall time as allowed by state law.

10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).

11. [~~An employee must have completed at least 135 contract days during one school year in order to be eligible for one vertical step advancement for the succeeding school year. If, because of layoff, an employee does not complete at least 135 contract days that school year, the employee will be placed on the same salary schedule step as the employee was on prior to layoff.~~]

12. Nothing in this regulation shall be construed to interfere with the ESD's right to dismiss an administrator, not extend the contract of an administrator or dismiss or non-renew the contract of a probationary administrator pursuant to state law.

13. ~~[An individual who is no longer employed as an administrator in the ESD due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the ESD shall receive salary for all unused vacation time following the termination of employment as an administrator.]~~

Section 5 - Announcements of Decisions

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

Section 6 - Appeal Procedure

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract ("employment agreements or meet and confer agreements") or rules of the Employment Relations Board.

Section 7 - Future Changes in Procedure

The ESD reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The ESD will also consult with employees covered by this regulation prior to making any decisions regarding changes to this procedure.

PROPOSED