

Superintendent Evaluation - FINAL

2019-20

Preparing for the Evaluation Process

(late summer/early fall)

- Set district priorities/goals
- Set board priorities/goals
- Set superintendent priorities/goals
- Review Iowa Standards for School Leaders (ISSL)
- Identify alignment between superintendent goals, board goals, district goals and ISSL
- Discuss support needed for superintendent to achieve goals
- Review superintendent evaluation process, instrument, timeline and board policy

Conduct Mid-Year, Informal Performance Reviews

- At least 1-2 times per year
- Use Superintendent Goals with superintendent and board reflections portion of the evaluation instrument (see below)
- Possibility of closed or open session
- Purpose: board and superintendent discuss superintendent's performance in relation to ISSL and progress on goals
- The board summarizes its big picture feedback to the superintendent and captures the information in writing to use during subsequent mid-year reviews and the summary evaluation conference
- Focus is on: strengths/areas of progress, areas for growth (need time/attention), and adjustments or support needed

Conduct the Summary Evaluation

(last spring/early summer)

- Possibility of closed or open session
- Use the district superintendent evaluation instrument (see below)
- Process includes:
 - Whole board involvement in the entire process
 - Superintendent self-reflection
 - Individual board member input
 - Compile board input and consensus feedback
 - Board and superintendent review written, summary feedback on instrument
 - Identify initial ideas for superintendent's goals for following year

2019-20 Superintendent Evaluation

The superintendent evaluation is unique in comparison to how other professional educators are evaluated. The superintendent's evaluation can only be effective if board members and the superintendent have the knowledge and understanding of the legal, practical and political implications of the evaluation process. In that regard, the most effective evaluation processes are those that are cooperatively developed and implemented by the board and superintendent in advance of the evaluation so that the district, the board and the superintendent can prepare for and benefit from the evaluation process. The superintendent's contract and district policies should detail the superintendent evaluation process with a foundational requirement for collaboration between the board and the superintendent in designing the evaluation process that clearly communicates in advance the board's goals, objectives and expectations for the district and the superintendent.

Formative evaluation is an ongoing process of collecting documentation related to the goals, objectives for the district and superintendent, and expectations previously established by the board and superintendent. Periodically, the board and the superintendent should review information collected and compiled from formative evaluation processes and the board should provide feedback to the superintendent. It is recommended that the board vice president and the superintendent compile the information gathered from formative processes into a single report to be shared with all board members. This is an ongoing and dynamic process that is accomplished by the board as a whole, and with individual board members. MCCSD board president and vice president have a preliminary meeting with the superintendent to finalize the agenda of every board meeting. The primary purpose of this informal conference is to finalize the agenda for the subsequent board meeting and check progress, problem solve, and redefine implementation of the goals and objectives for the district and superintendent as necessary. In the event the board modifies new or different goals, objectives and expectations, the superintendent should be given a reasonable amount of time to demonstrate implementation of changes in goals and expectations.

What we have chosen is an open format self-evaluation for the superintendent to disclose goals, implementation, results and evaluation of the process. Board reflection upon this process may be addressed by individual board members to the superintendent in a personal and confidential environment (verbal or written). Summative board evaluation of the superintendent's performance will be a public board reflection (discussion) at an appointed board meeting. Finalized written documentation (including minutes of the meeting) will be approved by a quorum of the board.

Notices:

- This evaluation report does not contain the totality of work the superintendent does but highlights work in the areas selected for review.
- It is the desire of our superintendent that his evaluation is public and transparent. I/we find this public disclosure of the superintendent's performance evaluation process to be highly commendable and exemplary.

Superintendent Dave Versteeg will be hereafter referred to as Dave V. or superintendent.

The Mason City Community Schools Board of Directors will hereafter be referred to as the board.

1. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Superintendent Reflection (with evidence if available):

- Each building developed three specific goals related to student achievement in the areas of Literacy, Math and student behavior. These are monitored in a variety of ways on at least a monthly basis.
- Student Achievement Testing data was shared with the board in a timely manner.

Board Reflection:

- Data shared on the district's voluntary enrichment stats was very good to see.
- For next year have regular presentations at board meetings on assessment data.
- We should discuss student data as we do financial data.

2. Uses research and or best practices in improving the educational program of the district.

Superintendent Reflection (with evidence if available):

- **Implementation of Iowa Instructional Framework**
- **Study of CEP (Community Eligibility Provision)**
- **Hoover principal hiring process**
- **Field House & Pool Study Committee process**

Board Reflection:

- The study of CEP (free lunch for a building or district) was well done and why it was in the district's best interest to not implement at this time. It was nice to see community, board, students, coaches, administration involved in the Field House and Pool Study.
- Board appreciated the superintendent's leadership in taking the next steps to keep gym/pool project moving along.

3. Provides leadership for major initiatives and change efforts.

Superintendent Reflection (with evidence if available):

- **Emergency Planning – Incident Command Model**
- **Field House and Swimming Pool vision committee**
- **Renewal of Revenue Purpose Statement**
- **Work on Trauma Response (mental health supports) at the building level**
- **Hiring process of Hoover principal**
- **Development of non-union employee pay plans**
- **COVID-19 response**

Board Reflection:

- The non-union employee pay plans have been a highlight of this year's work.
- Being a community leader and partner with Cerro Gordo Public health was excellent work.

4. Communicates effectively within the school district and with the community about the operations of the school.

Superintendent Reflection (with evidence if available):

- COW and board meeting summaries to all staff after each meeting
- Use of COW meetings to preview future decisions of the board and make each issue as transparent as possible – started the year with COW meeting agendas planned and adapted agendas as needed
- Hiring process of Hoover principal – involvement of staff and parents
- COVID-19 response

Board Reflection:

- The emails to board implementing of a process set in place at a board meeting.
- Board packets delivered to board members for electronic meetings have been very helpful.
- Sharing of district events and happenings through social media.
- Communication with board members about events that may need immediate knowledge of.

5. Provides leadership for assessing, developing and improving climate and culture.

Superintendent Reflection (with evidence if available):

- Holding building administrators accountable for building level climate and culture through
 - a. Quarterly evaluation meetings with all directors and administrators
 - b. Weekly meetings of cabinet level administrators at and with building principal
- Hiring process of Hoover principal – assessment of Hoover’s needs and skills needed in next principal, aligned these skills with interview process
- Monthly meetings with MCEA leadership

Board Reflection:

- Addressing leadership skills of staff through coaching and accountability. Making it okay for leaders to acknowledge room for improvement.
- Superintendent’s decision-making skills are excellent.

6. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

Superintendent Reflection (with evidence if available):

- **Weekly meetings of cabinet consultation meeting with building principal on building goals**
- **Daily conversations and updates from the Executive Director of Curriculum and Instruction, principals and staff on curriculum, instruction & assessment**
- **Review of math materials and purchase of k-6 math series**
- **Implementation of Iowa Instructional Framework**

Board Reflection:

- Including staff in the process of determining a math series based on quality of materials including field testing.

7. Ensures staff members and board members have professional development that directly enhances their performance and improves student learning.

Superintendent Reflection (with evidence if available):

- Directly participating in staff professional development opportunities (Wednesdays and all-day events)
- Board participating in board development has been difficult and is an area to improve in
- Roll out of IA Instructional Framework to administrators
- Monitoring of staff survey at the conclusion of professional learning events

Board Reflection:

- Board development has competed with the scarce amount of time the board has to meet and more pressing issues and matters should come before board development.
- Board development should be a goal area for next year. Perhaps the IASB Boardmanship Program should be looked into.

8. Addresses current and potential issues in a timely manner.

Superintendent Reflection (with evidence if available):

- Collaborating with HR Department, principals and supervisors on personnel issues
- Handling of complaints
- Handling of legal issues
- The handling of COVID-19

Board Reflection:

- He researches and investigates issues, is open to all conversations and then makes a conclusion and recommendation to the board that leaves room for board input and decision.
- He knows when and in what areas to make an administration decision and when to take a matter to the board.
- I have found Dave V. to be positive, open, honest and trustworthy.
- We have had excellent board/superintendent relations and an excellent board president/superintendent relationship.

9. Manages fiscal and physical resources responsibly, efficiently, and effectively.

Superintendent Reflection (with evidence if available):

- Monitoring of fiscal and physical resources on a daily basis
- Use of Forecast5 tools
- Continued progress to reduce paper work and improve efficiency in processes and procedures of the district
 - M-Files project
 - K-purchase
- Development of a Staffing Plan – and instituting a reduction in paras for 2020-21 through attrition and not termination
- Constant monitoring health insurance plan and fund balance
- Modification of policy 705.3

Board Reflection:

- Refinancing of current bonds along with issues of new bonds for the gym and pool to get a more favorable interest rate is an excellent long term financial strategy.
- The pay matrix for other employee groups is a highlight of the year's accomplishment.
- I trust Dave in his financial recommendations.
- The transparency of financial information.

10. Fosters and maintains caring professional relationships with staff.

Superintendent Reflection (with evidence if available):

- Regular and routine visits to buildings and classrooms
- Regularly participate in building level and district level professional development
- Meets with any staff who has a concern or question
- Visibility and accessibility work within the district and community
- Regular scheduled meetings with MCEA representatives

Board Reflection:

Utilizing social media to inform the community of what is going on inside and outside the school.