

Administrative Standards

The administrative standards must:

1. Consider multiple views of administrative effectiveness that encompass a range of appropriate administrative behaviors. These profiles should use multiple evaluation methods to evaluate administrator performance which may include, but are not limited to:
 - a. Student performance;
 - b. Student assessment;
 - c. Classroom-based assessments, including observations, lesson plans and assignments;
 - d. Portfolios of evidence;
 - e. Supervisor reports; and
 - f. Self-reflections and assessments.
2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, schools, and the district;
3. Be research based;
4. Be individualized to reflect each administrator's role; and
5. Be customized to the district, which may include individualized weighting and application of standards.

Local evaluation and support systems established by the district for administrators must be:

1. Designed with four performance-level ratings of effectiveness as defined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*;
2. Based on significant consideration of student learning which may include but is not limited to:
 - a. School-wide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485; and local
 - b. Formative and summative assessments.
3. On a regular cycle.

Superintendents shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.