

## 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 their professional abilities and to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

A formal evaluation will be conducted at least each school 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 designee;
3. Evaluations will be in writing and discussed with the administrator by the person who makes 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 be customized, based on collaborative efforts and include the educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education.

The adopted standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

---

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

An evaluation 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 administrator, based on the individual needs of the administrator and the needs of the school and district;
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;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other administrators; and
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.

END OF POLICY

---

**Legal Reference(s):**

[ORS 192.660\(2\),\(8\)](#)  
[ORS 332.505](#)  
[ORS 342.513](#)

[ORS 342.815](#)  
[ORS 342.850](#)  
[ORS 342.856](#)

[OAR 581-022-2405](#)  
[OAR 581-022-2410](#)  
[OAR 581-022-2420](#)

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