



American Indian Model Schools

Board Approved Superintendent's Evaluation Tool

Submitted by: Superintendent Maya Woods-Cadiz

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The purpose of the superintendent's evaluation is to assist the Board and the superintendent in being thoughtful, creative, and tenacious toward advancing the district goals and develop a strong leadership team. The evaluation is the instrument through which the board provides feedback to the superintendent, how (s)he is performing and whether its goals for the district are being achieved and what needs to be done if they are not.

The superintendent will be evaluated in five (5) domains, annually. In each domain, there are between three (3) and six (6) subcategories in which s/he will be rated. A score in each subcategory will be given based on the degree in which the task has been completed. In each subcategory, the lowest score is zero (0) and the highest score is three (3). The scores in each domain will be totaled to provide an overall score for that domain. Continued employment will be predicated on the results of the evaluation, but will be in alignment with the employment contract of the superintendent. The five (5) domains in which the superintendent will be evaluated are:

- a. Instructional Leadership
- b. Business and Finance
- c. Staff Relations
- d. Community Relations
- e. Relationship with the Board

A. Instructional Leadership

(Examples of performance indicators include but are not limited to: student achievement data, develop and participate in PD, collaborate with heads of school to discuss instructional practices, school observations/visitations, meet with site employees regarding observations, on-line surveys of teachers and students, audio and/or video recording of meetings.)

Professional Knowledge	Ineffective Is unaware of current instructional programs.	Developing Has a limited knowledge of current instructional programs. Relies on others for info./data.	Effective Demonstrates knowledge of effective instructional programs, and is able to discuss and implement them.	Highly Effective Demonstrates knowledge/facility and comfort with the implementation of current instructional programs. Seeks to communicate with others how the district is implementing best practices.	Score Highly Effective- Superintendent Woods-Cadiz meets weekly with site leaders and discusses instruction, curricular focus, and curricular choices. She attends the Alameda County of Educations trainings with staff leaders, Superintendent Woods-Cadiz participates in classroom walkthroughs. When meeting to negotiate the teacher's contracts, she is able to reference current

<p>Self-Improvement</p>	<p>Does not participate in professional development opportunities.</p>	<p>Passively participates in some professional development opportunities.</p>	<p>Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.</p>	<p>Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.</p>	<p>practices and advocates for the maximum number of instructional minutes to further the application of the instructional practices in the classroom.</p>
<p>Highly Effective- Superintendent Woods-Cadiz attended CCSA conference, and trainings at ACOE. She attended a two-day training on operations, legal requirements, and employee management with YMC. Supt. Woods-Cadiz completed the leadership program at Duke University and sits as an active board member with Enroll Oakland Charters, and CAAASA. She applies what she knows to train</p>					

<p>Focus on Students</p>	<p>Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.</p>	<p>Student achievement is a concern but does not always guide decisions-making.</p>	<p>Student achievement is important and guides decision-making.</p>	<p>Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.</p>	<p>her staff and create policies for AIMS. Examples of the implementation of this knowledge are the revamped leaders' evaluation, the purchasing procedures, and the three-year budget and projection process that leaders are currently engaged in.</p>
<p>Highly Effective-Superintendent Woods-Cadiz requires that all programs are tied to academic performance and uses extracurricular programs as an incentive for positive academic performance. The AIMS sports program is a good example of how this is done. Students not meeting the required GPA for</p>					

<p>Goal Development</p>	<p>Goals are not developed.</p>	<p>Goals are defined but restricted to implementing state curriculum standards.</p>	<p>Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.</p>	<p>Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.</p>	<p>MS and HS are placed on probation, and not allowed to participate in sports until their GPA is raised. Funds for weekly Saturday School and tutoring have been allocated to support students in academic performance. She has attended and helped monitor Saturday School on certain Saturdays.</p>
					<p>Effective-AIMS is now at a level of stability thanks to the leadership of Superintendent Woods-Cadiz where it can now set long term goals. A grant has almost been finalized to support these efforts, and the site leaders have now designed their BHAGS under her leadership.</p>

<p>Staff Development</p>	<p>Staff development isn't provided. Staff members are responsible for their own pedagogical improvement.</p>	<p>Staff development programs are offered solely based upon available opportunities.</p>	<p>Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.</p>	<p>Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement</p>	<p>Effective- The goals of having culturally relevant instructors who understand and can implement the AIMS instructional model has been and will continue to be the focus for the coming year. Superintendent Woods-Cadiz has lead the site leaders and the operation and the operation department in ensuring that 10 days in the school calendar is set towards this purpose. She has negotiated relentlessly with the union to retain the professional development time.</p>
<p>Curriculum</p>	<p>Curriculum isn't a priority in the district.</p>	<p>Allows teachers to define their own curriculum. There is little or no coordination.</p>	<p>A curriculum is in place that seeks to meet the state standards.</p>	<p>There is an ongoing review process to be sure the curriculum is aligned to the state standards and meets</p>	<p>Highly Effective- A review of the ELA and science curriculum was done to grades K-8 to ensure that</p>

					the needs of our students.	standards were being addressed. AP curriculum and HS curriculum were updated this year to meet current needs. The Superintendent led her leaders in these efforts and ensured that funding was available. Next year's review will be of the History and Math curriculum.
Subtotal						Highly Effective

B. Business and Finance

(Examples of performance indicators include but are not limited to: monitor budget, conduct local financial audits, maintains positive reserves, write grants, provides detailed information vis-à-vis finances at each Board Meeting, monthly financial statement provided to appropriate stakeholders, develop/use a structure to review all purchases.)

	Ineffective	Developing	Effective	Highly Effective	Score
Budget Development and Maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet	Effective- The Superintendent is currently engaged in a process of big vision budget planning with site leaders. In addition,

		current needs of the district.	reactive to current needs of the district.	needs of students and remain fiscally responsible to the community.	the current and future needs of students and remain fiscally responsible to the community.	to this she has been very active in negotiating the long term needs of AIMS and its stakeholders with the union.
Budget Reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	Effective- The Superintendent works with the CBO, CSMC, and the Finance Committee to ensure that the board receives accurate finance reports on a monthly basis.	
Facility Management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	Effective- The Superintendent has been working with the operations department, OUSD, and other partners to meet the facilities needs of AIMS. She is working with Cabinet to secure 12 th street and has overseen the operations	

					<p>department in the implementation of repairs and maintenance to the 12th street campus. Near the beginning of the year both the finance and facilities committees were presented with a list of priorities, and a plan for our facilities upgrades was presented at board meetings.</p>
Resource Allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	<p>Highly Effective- The Superintendent meets regularly with the CBO, CSMC, and site leaders to set and monitor the budget, the budget expenditure coversheets identify funding sources and LCAP goals which are tied to the over all goals.</p>
Subtotal					Effective

C. Staff Relationship

(Examples of performance indicators include but are not limited to: refine hiring practices, design/improve recruitment efforts, lead leadership team meetings, participates in job fairs, lead advisory groups to get information/feedback on strategic plan, sign off on all personnel matters.)

	Ineffective	Developing	Effective	Highly Effective	Score
Internal Communication, including all schools	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	Highly Effective- The Superintendent created schools specific Google groups that keep sites constantly informed of important matters she serves as one of the moderators of these groups. She attends meeting on the sites and has instituted the customer service-based communication to staff by central office.
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely	Effective- HR systems are in place, and the office is staffed with experienced personnel. Superintendent

				discussed and promoted.	meets weekly with the HR officer to monitor the effectiveness, consistency, fairness, discretion and impartiality of that department.
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	Effective- The Superintendent strategically designed departments and division to create autonomy and delegation in the AIMS system. She is still providing support to ensure success, but leaves the final decision making when practical to do so to the department and division leads.
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and	Effective- Now that AIMS is stabilizing under the Superintendent's leadership, we are poised to hire the best staff available.

					encourages their application to the district.	A formal recruitment process has been established.
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	Effective- The Superintendent is constantly at both campuses. When not giving direct leader, teacher, leader, and student support she is visiting classes.	Effective
Subtotal						Effective

D. Community Relationship

(Examples of performance indicators include but are not limited to: develop advisory groups, attends civic organizations, relationship with local legislators and politicians, serve on community boards, guest speaker at civic organizations, complaints received versus complaints resolved.)

District Image	Ineffective Is negative about the district.	Developing Doesn't actively promote the district.	Effective Projects a positive image of the district as expected.	Highly Effective Projects and promotes a positive image of the district.	Score Highly Effective- The Superintendent spends seven days a week engaging the
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<p>Communication with community</p>	<p>Isn't readily available.</p>	<p>Provides appropriate information only when asked.</p>	<p>Actively seeks two-way communication with the community as appropriate.</p>	<p>Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.</p>	<p>community in person and virtually about the wonderful things happening at AIMS and encouraging others to support the efforts.</p>
<p>Highly Effective- The Superintendent spends seven days a week engaging the community in person and virtually about the wonderful things happening at AIMS and encouraging others to support the efforts. In addition, to this she holds monthly "Superintendent Coffees" at both campuses, chairs a committee in FAC, attends FAC, send out surveys, maintains an active blog-based newsletter, and maintains a "AIMS Supt" Facebook</p>					

					<p>Media relations</p>	<p>page as well as the AIMS Facebook page.</p>
	<p>Initiates and actively engages the media.</p>	<p>Promotes the district in the media.</p>	<p>Isn't proactive, but is cooperative with the media.</p>	<p>Communicates with the media only when requested.</p>		<p>Highly Effective- Superintendent has actively engaged the media on events like our "Black Panther" viewing. She has also constructively confronted Media outlets like the Post when they have been misinformed about happenings at AIMS.</p>
<p>Approachability</p>	<p>Is visible and approachable by members of the community. Attends a variety of events.</p>	<p>Is visible and approachable by members of the community.</p>	<p>Is visible, at a distance.</p>	<p>Is neither visible nor approachable by members of the community.</p>		<p>Highly Effective- Superintendent Woods-Cadiz has attended the majority of events K-12 this year. She is constantly seen out and about at the schools. When the food for homecoming fell through, she cooked and delivered food and chaperoned the activity. Both parents and students</p>

						approach her in a positive way at the schools and in the community.
Subtotal						Highly Effective

E. Relationship with the Board
 (Examples of performance indicators include but are not limited to: participate in setting Board Goals, support Board by providing good, sound information for decision-making, periodic updates outside of Board Meetings, make sure Board receives complete Board packet when meeting, make sure all policies and procedures are up-to-date, identify opportunity for the Board to participate in Board development.)

Information	Ineffective	Developing	Effective	Highly Effective	Score
	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication as defined in the agreed upon written	Effective- Board members are kept abreast of important information on a regular basis. The superintendent attends the majority

					communication plan so it may perform its responsibilities.	of committee meetings, is in ongoing communication with Board Officers, and initiates the setting of agenda planning meetings.
Board Questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication as defined in the agreed upon written communication plan to all members to ensure understanding.	Board questions are answered promptly and thoroughly and in accordance to the communication plan.	Highly Effective- Board inquiries and request are answered promptly and thoroughly and in accordance to the communication plan.
Policy Involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	Is proactive in the determination of district needs and policy priorities.	Highly Effective- Policies have been written and submitted to the board for approval in a proactive manner. An example of this is The AIMS per diem payment policy, and the policy regarding uniform modifications.

Board Development	Doesn't promote board development.	When asked, provides members with information about board development.	Works with the Board President to provide members with information regarding board development opportunities when they arise.	Actively and Continuously works with the Board President to encourage board development by seeking and communicating opportunities.	Highly Effective- The Superintendent has presented multiple opportunities for board development and recruitment to the board. She has worked with members to assure that they were in attendance.
Subtotal					Highly Effective

Total: The Superintendent rated *Highly Effective* in three of the domains and *Effective* in two. The majority of the ratings are *Highly Effective* thus the total is *Highly Effective*.

Adapted from the Council of School Superintendents.

