City of Asheville

BOARDS & COMMISSIONS

Application Form

Applicants are strongly urged to attend several meetings of a board prior to applying

Name of board or commission: Asheville City Schools Board of Education

Your name: Michele Delange Home Phone #: 828-380-9084

Street address: 73 Cumberland Circle City: Asheville Zip Code: 28801

Mailing address (if different): _____

Employer: Full-time graduate student (online program through UNCC)

Your position: Grad student- M.Ed in Urban Education Office Phone #: 828-380-9084

Resident of City Asheville County Buncombe Race white * Gender Identity: (non-trans) woman *

Are you a Homeowner or a Renter? * Homeowner Age: 52

Residence location (check one): Central _____ North ✔ South _____ East _____ West _____

Are you aware of any potential conflicts of interest that may arise during your service on this board (i.e., property interest, business interest, etc.)? If so, please explain: No conflicts of interest

_____. Potential conflicts of interest do not preclude appointments.

Please indicate the area(s) of expertise that you can bring to the above board(s), and then in detail list education, experience, reasons for your interest, and other factors that support your interest in serving **Applicants are encouraged to provide a cover letter and/or a brief resume. Please use additional sheets if necessary.**

Michele Delange
73 Cumberland Circle
Asheville, NC 28801

anuary 31, 2021

o the Asheville City Council:

'm writing to you to express my interest in serving on the Asheville City Schools Board of Education. I'm an educator and a graduate student. In May 2021, I will complete a graduate certificate for Anti-Racism in Urban Education (ARUE). In December 2021, I will complete a M.Ed in Urban Education.

entered the UNCC Urban Education program last year to focus on ways to address complex ssues impacting our schools. For two decades, I've had the honor of teaching students of diverse socioeconomic backgrounds in North Carolina, Alaska, and France (as a recipient of a Fulbright Teacher Scholarship.) Most recently, I taught in Buncombe County Schools. (2007-2020.)

Signature: Michele Delange

Date: 1/31/21

E-Mail: mdelange@uncc.edu

Fax #: _____

Return to:

City Clerk's Office
PO Box 7148
Asheville, NC 28802-7148

Email: boards@ashevillenc.gov
Telephone: 259-5839
Fax #: 259-5499

* This information is requested for the sole purpose of assuring that a cross section of the community is appointed.

Michele Delange

73 Cumberland Circle

Asheville, NC 28801

(828) 380-9084

mdelange@uncc.edu

Experience

January 2007 - August 2020

Buncombe County Schools, Owen High - *Teacher*

- Designed, instructed, managed, and evaluated three classes in five subject areas. Wrote and conducted lessons in English III, French I, French II, French III, French IV.
- Organized and led student travel groups to France during spring and summer breaks.
- Coached XC running./Sponsored student government

January 2003- August 2006

Madison County Schools, Madison High - *Teacher*

- Designed, instructed, managed, and evaluated three classes in four subject areas. Wrote and conducted lessons in English I, English II, English III and Drama.
- Directed and produced a full-length play.

August 2000- August 2002

Anchorage School District, West High - *Teacher*

- Designed, instructed, managed, and evaluated five classes in three subject areas. Wrote and conducted lessons in English I, English II, and Poetry..
- Coached XC skiing./Sponsored student government.

Fulbright Teacher Scholarship, Lycee Thiers - *Teacher*

- Designed, instructed, managed, and evaluated five classes. Wrote and conducted lessons in ESL and American Literature.

Education

August 2020 -(program to be completed December 2021)

University of North Carolina, Charlotte - *M.Ed in Urban Education / Graduate Certificate for Anti-Racism in Urban Education (ARUE)*

August 1989 -May 1993

University of Alaska, Anchorage - *B.Ed French/English*

Awards

Recognition of Excellence for French & English Lang/ Lit Praxis

Recipient of a Fulbright Scholarship, 2000-2001. (Completed in Marseille, France.)

City Council: Board of Education Essay Questions 2021

1. Please describe specific experience you have had at a board of director's level and in oversight of a CEO, executive director, or organizational head. In doing so, please describe your views as to the roles and duties of board members versus senior staff.

I see the most important roles and responsibilities of the Asheville City Schools Board of Education as follows:

- Focus on what's best to ensure success for all students, set the vision and goals for the district and measure the success of the district and superintendent against these goals.

- Adopt policies that give the district direction to set priorities and achieve its goals and communicate board actions to the community. Through public discourse and written reports, inform the public of the district's progress and challenges.

- Adopt and oversee the annual budget- adopt a fiscally sound district budget, pay attention to finances and regularly monitor and inform the public about the fiscal health of the district.

- Advocate at the local, state, and national level for strong public school education.

Regarding my oversight/directing/organizational experience, for more than two decades I've consulted daily with multiple groups of socioeconomically, racially diverse individuals as lead facilitator of learning. I've overseen the direction/promotion of theatrical productions involving 20+ individuals; coached 30+ athletes in cross country running and skiing; developed, organized, and led seven overseas travel programs—responsible to prepare and lead 7-15 individuals each trip. In these roles, I've committed to assist all group members to reach their highest potential.

Senior staff is tasked with implementing board policy. According to reporting in the Jan. 29, 2021 Mountain Xpress, "The NCDPI lists 19 'official administrators and managers' for an average daily student attendance of about 4,100 in the Asheville system, compared with 17 administrators for 22,560 students — well over five times as many — for Buncombe County." I'd like to know more about that disparity. The article indicates Asheville spends more per student than most systems in the state. It appears that the management structure of ACS is top-heavy in comparison with other regional school districts. I'm interested to examine cost cutting measures that don't negatively affect education performance. We should engage in a close comparison with other systems on a cost-by-cost basis.

2. In what ways can Asheville City Schools effectively innovate?

1.Empower teachers
2.De-emphasize standardized testing

Covid-19 has revealed vulnerabilities; and also surfaced extraordinary human resourcefulness and potential. This is a time for pragmatism and decisive action, and a moment when we can move forward with a humanistic understanding of education, human development and human rights frameworks.

In response to Covid-19, our teachers, students, families and communities have shown incredible resilience. The challenges were met by frontline educators who were extended time, autonomy, and flexibility to act collaboratively with each other and the community. All educators were required to develop new methods, accomplished in part because Covid-19 provided different work conditions and pace.

When returning to in-person learning with an objective to innovate, ideas must not be passed down as added duties for teachers. Innovation shouldn't be "one-solution-fits-all." Effective innovation is best achieved by offering teachers access to resources and information about proven practices, time to increase understanding and develop curriculum that suits their own unique teaching style. The success of educators this past year can be our model.

Standardized testing is a barrier to efforts to innovate. Teachers are reluctant to try new ideas if they don't relate directly to the EOG or EOC. Last spring standardized tests were canceled in NC due to Covid-19. Did the absence of standardized tests harm students? Does a return to testing help students? Did the absence of testing diminish teachers' instruction or did it give teachers space to develop and expand curriculum?

Standardized testing is costly and distorts the teaching/learning process. While statewide testing is not controlled at the local level, the local system can decide the emphasis it chooses to place on the tests. The schools' ability to innovate will require less emphasis on standardized tests. Encouraging schools to focus on meaningful assessment tools that help both students and teachers improve and empowering teachers- via access to exciting proven educational practices- are ways to promote innovative practices and to address inequity baked into the system.

3. What is your capacity for understanding and guiding on financial oversight, real estate assets, facility maintenance, and long range planning?

My experience with real estate spans three decades and two states. I've researched, purchased, restored, and maintained three properties in Anchorage, AK and one in Asheville. I've operated a small rental business in Asheville for six years and have worked on home restoration projects for over a decade. In their own way, my non-teaching experiences have prepared me for certain aspects of service on the ACS Board of Education.

My family purchased a 1920-built "fixer upper" in Montford in 2005. The restoration is being completed across years with the help of talented friends. This house has provided valuable experience (albeit on a single-family scale) with the challenges of older dwellings typical of Asheville. I've had to prioritize which aspects of the project needed to be addressed first, obtain advice/quotes, manage the timeline for when funding would be available, learn how to do or hire out the work, making serious choices related to quality, expense, environmental impact, and feasibility throughout the project.

With my rental business, I'm responsible for managing a variety of communication, advertising, inspections, interviews with potential clients, background checks, contracts, billing/money collection, property/grounds maintenance, as well as anticipating, assessing, and budgeting for future needs.

I appreciate the opportunity to reflect on these aspects of my experience. The evaluation and oversight of limited resources for important projects certainly is a part of the daily experience of a single parent and educator. I've accomplished many goals through learning and diversification of how I use my creative talents. My real estate investments have helped my family thrive. My business has given me the ability to provide safe, quality lodging to others, but it has also enabled me to remain in teaching regardless of the NC salary schedule.

4. Many school districts face continuity of leadership, especially at the level of superintendency. What would you do to promote continuity of leadership? And what do you see as your role working with the superintendent to build a strong partnership?

The board and the superintendent work together on behalf of Asheville City Schools and the community. Trust between all parties is key. A carefully developed, agreed upon evaluation process designed to guide and support the superintendent is one way the board may strengthen its partnership with the superintendent.

The evaluation to assess agreed upon goals, expectations, and standards should include the possibility to engage outside parties in the process, agreed upon by the board and superintendents. It should also result in a narrative summary made available to ACS schools and community. Clarification of expectations, standards, and goals with an evaluation and shared results will go far to build trust between the board, superintendent, ACS schools and community.

I provided a second PDF in this communication to share my proposed five-part evaluation tool to assess and support the superintendent. This includes a description of the process for adapting and implementing use of this tool. It resembles the evaluation process commonly used to evaluate teachers. The evaluation includes collaboratively determined standards and goals (superintendent/board), clear opportunities for reflection and self-assessment (superintendent) and meaningful feedback (board/TFS) that together create a strong evaluation process to ensure accountability, progress and provide detailed information to support the superintendent's work.

The establishment of a clear evaluation tool not only provides meaningful information to support the superintendent who is currently in place, it also gives future applicants detailed information about the expectations of the work to be done on behalf of ACS. Detailed clarification of expectations, standards, and goals will help reduce issues with continuity of leadership.

5. In your opinion, as a school board member, what is your role in representing our community when making a decision that would be unpopular with a large number of your constituents.

I don't make decisions lightly. I make them confidently from a place of knowledge and heart. The choices I make and the actions I take in life are based on research, experience, and reflection. When confronted with a problem, I gather information from a range of sources, including people who can offer insight I read constantly and pay close attention to patterns and trends in the world near and far. I'm curious about commonalities and celebrate differences. I love people, even the people who challenge me. They give me opportunities to learn.

These aspects of my personality have factored into my ability not just to remain a teacher for nearly three decades, but to remain a teacher who still loves teaching and learning. I've always enjoyed trying new ideas in the classroom. I want learning to have meaning for all students. I've been inspired to adjust my teaching practices many times over the years. This happens because of things I read or see, because of instincts, and at times because students and families show me new ways of understanding what is needed. I entered the Urban Education program at UNCC last year for all of these reasons.

I don't worry about pleasing everyone. I'm concerned with making decisions that will help all thrive in Asheville City Schools. My ideas and actions for education are informed by experience, research, and a solid commitment to listening to the point of view and experiences of others. My

role as a school board member is to ask good questions and to be well-informed to make tough decisions to benefit the students in our community. Not all members of the community will agree with every decision, but as with parents and guardians of my students, I will always be ready to share the information that factored into my decisions and how I see this connecting to the overall objective to improve our schools.

I propose a five-part evaluation process to assess the performance of the superintendent. This includes both qualitative and quantitative factors as demonstrated through artifacts provided by the superintendent as well as standards and goals evaluations provided by the board and superintendent, with an optional added targeted feedback survey (TFS) component meant to give the superintendent and board additional feedback about the superintendent's performance.

Collaboratively determined standards and goals (superintendent/board,) clear opportunities for self-assessment (superintendent) and meaningful feedback (board/TFS) are components of a strong evaluation process to ensure accountability and progress. This process aims to provide detailed information to support the superintendent's work to advance progress in ACS.

PROCESS:

PRE-EVALUATION. Before the new evaluation cycle begins, and prior to the completion of the ACS budget, the board should review any statues, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should establish the evaluation timeline, the process, and the criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for ACS for the coming year.

CHECK-IN MEETINGS Perhaps quarterly or semi-annually. The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. The superintendent provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

GOALS INSTRUCTIONS In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

GATHER INFORMATION By a date specified in contract. Compiling results by discussion among all board members sitting together in executive session (since the superintendent works for the board as a whole, not its individual members) Board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and

in a plan for informing the community about the results of the evaluation and status of ACS's goals.

EVALUATION RESULTS A narrative summary of the performance evaluation to be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year.

The goals should be formally adopted by the board and made public to keep the district and community informed.

RUBRIC

SUPERINTENDENT EVALUATION STANDARDS/GOALS RUBRIC:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

EVALUATION COMPONENTS (5 parts)

PART 1 (Standards): Board assessment of superintendent for standards.

Following the descriptors of each of the (eight) performance standards, each board member rates all eight of the performance standards on the scale 1-4. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider.

*Comments in support of rating will be helpful during the board discussion for preparation of a summary evaluation form.

*The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

*The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

PART 2 (Goals): Board assessment of superintendent for goals.

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

*Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.

*Board comments in support of rating will be helpful during the board discussion for preparation of a summary evaluation report.
*The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
*The superintendent will be presented with the final summary report from the full board, not the individual evaluations. It is important that the board speaks with one voice in evaluating the superintendent.

PART 3: ARTIFACTS OF EVIDENCE/SELF-EVALUATION- Superintendent self-assessment. The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. Artifacts of evidence are intended to give the board objective information concerning specific

performance standards/ evaluation goals. The following lists examples of possible artifacts that may be provided for each standard; this is not intended to be an exhaustive list.

STANDARD 1: Visionary District Leadership

Descriptors:

Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. • Implements the district's continuous improvement plan and communicates its progress.

Artifacts:

Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan• Resources are clearly aligned with the vision and strategic initiatives: · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long term plans

STANDARD 2 : Ethics & Professional Norms

Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance. • Makes ethical and legal recommendations to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others.

Artifacts:

Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: Inclusive District Culture

Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. • Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. • Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

Artifacts:

Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.) • Diversity training/awareness plan; evidence of an equity lens and implementation of the plan • Sections in employee handbooks that

demonstrate an inclusive district culture • External reviews and audits (e.g., budget, nutrition, transportation, safety, etc.) • Evidence that all student needs are addressed equitably • Response to staff or public concerns/issues (documentation) • State plans and reports • Student learning data from a variety of sources (benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data) • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) • Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: Culturally Responsive Instructional Leadership Improvement

Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. • Implements coordinated systems of support, including coaching and professional development for staff. • Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

Artifacts:

Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.) • Common teacher instructional planning time (agendas, outcome date, samples, etc.) • Comprehensive School/District Improvement Plan • Curriculum and/or instructional audit (documentation) • Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment • Instruction related professional development/growth plans (with related data on student achievement) • Models learning through attendance and application of knowledge from professional development opportunities (documentation) • Evidence of annual review of district's mission statement and alignment to practice • Evidence of teachers examining and using student achievement data to improve teaching/learning • Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified) • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) • Student learning data from a variety of sources (benchmark/ interim assessments, etc.) to monitor progress and achievement • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: Communication & Community Relations

Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community

partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level

Artifacts:

Evidence of participation in community/school events • Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.) • Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.) • Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to websites, etc. • Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities • Memberships and participation with community organizations (e.g., PTA, City Council, etc.) • Participation in state, regional and national initiatives (documentation) • Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.) • Response to public and/or stakeholder concerns/issues (documentation) • Union collaboration (e.g., minutes, negotiations, grievances, etc.) • Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, City Council, law enforcement, etc. • An internal or external communication plan • Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: Effective Organizational Management

Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contracts effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

Artifacts:

Staff recruitment and retention plan (including demographics to match student and community population) • Educator association collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for

instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: Effective Financial Management

Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget

Artifacts:

District budget reflects priorities and expectations • Economic vision that includes participation with community development groups/stakeholders • Enrollment trend forecasts • External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.) • Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc. • Grants received/applied for that are aligned with goals of the district, plans for sustainability • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) • Construction project(s) management, including timelines, budgets and implementation techniques • Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: Policy, Governance, & Advocacy

Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

Artifacts:

Administrative team meeting agendas • Board and administrative goals • Board meeting agendas • Timeliness of board packets • Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials • Collaborative partners (documentation) • Comprehensive District Improvement Plan • External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.) • Onboarding plan for board members to understand roles and responsibilities • Meaningful interpretive reports of student achievement data delivered in accessible language • Notes from state officials • Participation in state, regional, national initiatives (documentation) • State plans and reports • State Report

Card data (including disaggregated data by subgroups and groups of interest) • Work with City Council on city/school initiatives (documentation) • Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc

PART 4: TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a "targeted" group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent develops an agreed upon list of individuals that will receive the survey. An independent party conducts the TFS and summarizes the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It Is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

PART 5: Evaluation Summary

Sample summary of a board's evaluation of its superintendent.

The Board of Education of Asheville City Schools has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1. (eight) professional standards and 2. (two-three) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of

improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with the Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.