

PORT TOWNSEND SCHOOL DISTRICT

2022-2023 SUPERINTENDENT EVALUATION REPORT

Date: June 22, 2023

Directors: Doug Ross, Chair
John Nowak, Vice-Chair
Jennifer James-Wilson
Nathanael O'Hara

Superintendent: Dr. Linda Rosenbury

Overall Rating: (4) Distinguished (3) Proficient (2) Basic (1) Unsatisfactory

STANDARD 1

Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- A. Builds commitment to the vision and mission. 3.75***
- B. Aligns district procedures and practices with the vision. 3.25***
- C. Holds board and staff mutually accountable for striving toward the vision. 3.0***
- D. Uses the vision as an indicator of progress. 3.75***
- E. Develops explicit strategies and processes to study and improve the district's capacity to improve. 3.0***

Comments:

Dr. Linda is exceptional in building commitment to a vision and mission toward high quality education, academic success (and opportunities), and student well-being as evidenced by the solid strategic plan she spearheaded in her first two years. The action-oriented threads will take time, but we see all these pieces in the works and expect that over the next four years the district's practices and actions will lead to improved outcomes, enhanced culture, and a more enriching student experience. We fully expect that next year's performance evaluation will demonstrate progress in shifting the district's culture around strategy, practice, accountability, and reflection.

STANDARD 2

Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

- A. Recognizes and capitalizes on the diversity within the community. 3.5***
- B. Increases district capacity to positively address cultural tensions or conflicts. 2.75***

C. Works to reduce opportunity and achievement gaps. 3.25

D. Examines district policies, procedures, and practices to ensure adherence to principles of fairness, social justice, and human dignity. 3.75

Comments:

Dr. Linda's work to establish equity and embrace diversity in our district has made a significant impact. The hiring of a wellness director to assist with this work has had an immediate impact. Providing professional development opportunities for staff through the equity conference and continuing the district's work with our Native American student population has been important to the gains that have been made in this area. With laser focus on student and family experience she has engaged all of us (board, administration, staff, parents, stakeholders and community) in deeper conversations about principles of fairness in policy, instructional practice, and climate. The work that Dr. Linda has outlined to eliminate opportunity and achievement gaps -- and to show growth --for all students is realistic, systematic, and culturally responsive.

STANDARD 3

Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

A. Advocates for student learning as the district's highest priority. 3.0

B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment. 3.0

C. Ensures that district policies, practices, and resources support learning for each student. 3.0

D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning. 2.75

Comments:

Dr. Linda has done well in communicating the importance and priority of student learning throughout the district. We feel this is an important opportunity for her to continue to enhance each school's curriculum and assessment (learning loss due to Covid). The staff examining student writing samples was a good way to see the wide range of performance that exists within the district and hopefully help them improve the rigor of their instruction moving forward. It is difficult to evaluate Standard 3 has outlined because attention to student learning has been overshadowed by issues of student wellbeing, mental health and safety returning to school after months of interruption by the COVID pandemic. Communication has focused more on matters of equity, wellbeing, school climate and belonging and in that: student voice. Dr. Linda's investment in these deeper conversations -- in the long run -- will benefit the district's moral imperative to serve each and every student in a learning community as a whole.

STANDARD 4

Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

A. Develops and implements procedures and practices that advance the safety and well-being of students, employees, and volunteers. 3.5

B. Develops and implements procedures and practices that advance a purposeful and safe learning environment. 3.25

C. Ensures that district procedures and practices promote a climate that is positive, friendly, and responsive to the needs of individuals 3.5

D. Promotes the development of student agency in learning and community participation.

3.25

E. Articulates high expectations for ethical and professional behavior of district employees.

3.0

Comments:

Dr. Linda is an exemplary leader -- one who leads as a participant in the work, is curious, collaborative, models high standards, humility, and has sense of humor. She demonstrates a high regard for student voice and experience, is authentic, compassionate and treats students with respect and candor. With the Wellness Director, Dr. Linda supports the development of restorative circles as a response to conflict, encourages frank and productive conversation between and amongst administration, staff, students and families, works collaboratively with law enforcement and courts, and through difficult situations has shown courage, fairness and compassion. The work of the cultural leadership teams and student voice groups are important in creating consistency and a broader understanding by both staff and students of ways to improve student support. Overall, Dr. Linda is distinguished in her instincts and professional training to cultivate a culture of an inclusive caring school community.

STANDARD 5

Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

A. Focuses evaluation and professional development on the improvement of student learning. 3.0

B. Implements effective procedures for staff evaluation. 3.0

C. Develops systematic strategies for using professional development to improve student learning. 2.75

D. Personally models effective professional development. 3.75

E. Builds leadership capacity to improve student learning. 2.75

F. Empowers and supports teachers and staff in developing professional learning communities that promote instructional improvement. 2.75

Comments:

Dr. Linda has been working to develop her leadership team. The focus on MTSS is important for improving differentiation and targeted student interventions. Improvements can be made on coaching and professional development for principals and other instructional leaders to take some of the leadership roles off of the superintendent's list of job duties. Dr. Linda is a quick learner -- quick to admit when she doesn't know or understand something and quick to locate, grasp and synthesize complex answers. She has worked hard to create teams with administrators that are based on honesty, trust, compassion and mutuality. We are confident that the conversations Dr. Linda has with district office staff and administrators is aligned with the strategic plan and ultimately is in service of a positive climate for students to learn.

STANDARD 6

Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community. 3.25

B. Develops strategies to involve families and community members in the educational process. 3.5

C. Develops strategies for constructive resolution of conflicts with families and community members. 3.25

D. Mobilizes community resources to support district goals. 3.25

E. Engages board and community in planning, conducting, and building community understanding of levy and bond measures. 3.25

F. Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues. 3.25

Comments:

Dr. Linda has made progress on the district's communication processes. We can always improve on this, but we think her outward facing approach is effective and will be easier to improve upon moving forward. we appreciate the consistent communication throughout the calendar process as well as the community forum about substance abuse. We think we can do more of those in the future on different topics. Our Vision 2027 process is an example of how she builds bridges within our

community as well as to our families and staff as well. Dr. Linda has been able to quickly internalized the power of community involvement in creating an Equity Policy, Strategic Plan 2022-2027, Community Celebrations committee, passing two levies, creating committees of BIPOC, Spectrum Alliance, Student Voice, High School Campus long range planning, Community Stakeholders visits, participating in JCEP, WASA, PTA, Mt. View Pool Collaborative, Chimacum/PT Calendar Collaboration among many other activities and partnerships.

STANDARD 7

Operations and Management: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations. 2.5

B. Effectively manages fiscal resources in accord with board priorities and instructional improvement. 3.0

C. Strategically manages human resources to support instructional improvement and other district goals. 2.5

D. Effectively manages key elements of district operations. 3.0

E. Develops system for ensuring that employee performance meets district expectations. 3.0

Comments:

Dr. Linda has shown tremendous growth in this area in the last 2 years. This year has been one in which she has given specific focus to policies, budgeting and union negotiations with SEIU. While two of the strands reflect a basic competency, it is likely that those areas will move to proficiency next year as Dr. Linda is able to apply what she has learned this year operationally, instructionally and toward a long-term view. One area for improvement could be for the district to develop a more structured improvement process. Reestablishing the standing board committees has been a great first step in improving Dr. Linda's expertise in the operations and management of the district. We appreciate her collaborative approach to budgeting and her attempting to clarify expectations for employee performance.

STANDARD 8

Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote each student's academic success and well-being.

A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board. 3.75

B. Honors board policy 3.5

C. Provides the board with timely information. 3.25

D. Treats all board members fairly, respectfully, and responsibly. 4.0

E. Provides necessary support for effective board decision-making. 3.5

F. Builds strong team relationships with the board. 4.0

Comments:

Dr. Linda excels in her collaboration with the board. We appreciate her candor, openness, and collaboration with all board members both in and outside of our formal meetings, it has allowed for a very collaborative partnership. There will be some turnover on the board this year so onboarding new board members will be important. Dr Linda is a pleasure to work with; she thinks quickly, communicates clearly, is focused, fair-minded and fun. She is more than proficient in building an effective team with trust, transparency, and encouragement. In a short amount of time, she has shown attention to detail in recognizing two retiring board members, onboarding 2 new directors, and expanding the board to include 2 student representatives.