



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: Process and Timeline for Executive Director Review

As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input checked="" type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
	<input type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
	<input type="checkbox"/> Advocacy	
Policy considerations / Key questions:	The Board will discuss the process and timeline for their review of the executive director.	
Relevant to business item:	N/A	

Materials included in packet:	This section contains the following documents: <ul style="list-style-type: none">• ED Board Evaluation Process Checklist• SBE Executive Director Performance Evaluation Board Member Form 2018• SBE Executive Director Self Evaluation Form• SBE Executive Director Performance Evaluation Staff Form 2018• SBE Executive Director Performance Evaluation Stakeholder Form 2018• ED State Board of Education Job Description
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Synopsis:	The Board annually reviews the Executive Director in July of each year. At the May meeting the Board will review draft evaluation process checklist and evaluation forms to select elements will be employed for the review at the July Board meeting.
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SBE Executive Director Evaluation Procedure 2018

General Notes:

HR should handle most of the communication with the Board Members to avoid any concerns around conflict of interest. As a staff member of the SBE, the Board Executive Assistant (EA) will have a minimal communication role in the evaluation process.

Timeline for 2018: Board Meeting July 11 - 12, 2018

May

- Mid-month** HR begins working with the Board Chair and AAG on changes or suggestions received from the prior year to improve the annual Executive Director (ED) evaluation process.
- End of May** HR makes any changes/updates to the evaluation process or forms, updated forms due to the AAG and Board Chair.
- End of May** Board Chair, HR and AAG (if needed) share procedure and forms with the Executive Committee. If there are changes to the process or forms out of this review, the Board Chair gives changes to the HR for finalizing prior to sending the form to the Board members (this happens in June).
- May** HR conducts salary survey for comparable jobs, to be provided at the July Board Meeting.

June

- Second Week of June:** Board Chair sends the SBE staff evaluation form to staff. Staff are instructed to return the completed evaluation forms to the Board Chair June 30th. Board Chair forwards the completed evaluation forms to HR for compiling prior to the July meeting.
- Second Week of June:** The Board Chair sends the self-evaluation form to the ED, requesting it be completed and returned to the Board Chair by June 30th. Board Chair forwards the self-evaluation to HR prior to the July meeting.
- Second Week of June:** HR sends the Board Member Evaluation Form and Procedure to the Board Members with instructions to **send the completed evaluation form to HR – Carole Lynch, Carole.Lynch@k12.wa.us no later than [insert return date at least a 3 weeks before the July Board Meeting.]** Include the following instruction for board members “If you have questions or comments on the process please send a separate email with questions to HR – Carole Lynch, Carole.Lynch@k12.wa.us and/or AAG Linda Sullivan Colglazier at LindaS1@ATG.WA.GOV. Please do not contact other board members. This is important

to avoid violation of the Open Public Meetings Act.”

Late June or early July

Two weeks before July Meeting: HR sends the Summary Sheets to Board members:

- Copy of the summary of staff evaluations
- Copy of the summary of stakeholder evaluations
- Copy of the summary of board member evaluations
- Copy of the summary of comments received from all evaluations.
- Copy of the Executive Director’s self-evaluation
- Copy of the salary survey information.

Board Meeting – Day 1 or 2

- Board Chair convenes an Executive Session to review the results of the evaluation process and discuss the board member, stakeholder, and staff evaluation summaries, as well as the ED self-evaluation. Board Members will have received previously (but extra copies will be available at meeting):
 - Copy of the summary of staff evaluations
 - Copy of the summary of stakeholder evaluations
 - Copy of the summary of board member evaluations
 - Copy of the summary of comments received from all evaluations.
 - Copy of the Executive Director’s self-evaluation
 - Copy of the salary survey information.
- The Board Chair gives an overview of the results of the evaluation. For example, pointing out areas of alignment and differences, or variation from prior years’ evaluations. HR and AAG attend this Executive Session to answer HR or legal questions.
- Allow at least 2 hours for the Executive Session. Discussion may include salary increase for the ED; looking at the salary survey, Board’s budget, history of past increases, and tied to performance. No vote or consensus is sought during Executive Session.
- At the end of the Executive Session, HR collects all summary/evaluation/comment paperwork from the Board members.
- Open session with Board Members - salary issue is discussed and voted on – may be postponed to later meeting due to time constraints.

Wrap-Up

- Board Chair and Vice-Chair meet with ED to go over the results of the evaluation, covering any issues to be addressed; for example any professional development needs in the coming year.
- Recap of 2018 process with AAG, Board Chair and HR for improvements.
- Board Chair informs HR in writing of the Board’s decision if there is to be any salary increase.



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Performance Development Evaluation January 2018 – July 2018 Board Member Evaluation of Randy Spaulding, Executive Director SBE

Evaluator Name: _____

Date: _____

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Evaluator Procedures

1. Voting Board members will use this evaluation form to evaluate the Executive Director.
2. Student Board members are welcome to complete it as well and can provide comments in the sections provided.

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Section 1: Leadership						
A. Models the highest professional standards.	1	2	3	4	5	
B. Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	
C. Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	
D. Informs board members of emerging and sensitive issues affecting completion of board goals.	1	2	3	4	5	



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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Section 2: Implementation of the SBE Strategic Plan						
A. Meets expected annual outcomes from the SBE Strategic Plan.	1	2	3	4	5	
B. Facilitates the work of board members toward completion of the Strategic Plan.	1	2	3	4	5	
C. Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	1	2	3	4	5	
D. Uses and supervises staff effectively to support Strategic Plan goals.	1	2	3	4	5	
Comments:						
Section 3: Relationship with the Board						
A. Presents well thought out recommendations to the Board.	1	2	3	4	5	
B. Communicates reliably, accurately, and openly with the Board.	1	2	3	4	5	



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C. Responds appropriately to Board member requests.	1	2	3	4	5	
D. Uses individual and collective talents of the Board members to maximize Board potential.	1	2	3	4	5	
E. Seeks and accepts Board members opinions/suggestions of his work.	1	2	3	4	5	
F. Has a respectful working relationship with the Board.	1	2	3	4	5	

Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	

Section 4: Relationship with Outside Stakeholders (e.g., legislative branches, Governor’s office, affinity groups)

A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	

Comments:



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Section 5: Fiscal - Management						
A. Provides sound budget management aligned with board and organizational priorities.	1	2	3	4	5	
B. Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	
C. Manages and maintains adequate control of funds and spending.	1	2	3	4	5	
Comments:						
Section 6: Business - Management						
Uses effective practices in human resource management: implements effective hiring practices and aligns staff with essential activities.	1	2	3	4	5	
Possesses and applies knowledge of legal issues affecting the Board.	1	2	3	4	5	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Section 7: Staff and Personnel Relationships						
Develops good staff morale and loyalty to the organization.	1	2	3	4	5	



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Delegate's authority to staff members appropriate to the position each holds.	1	2	3	4	5	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	1	2	3	4	5	

Comments:



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Performance Development Evaluation January 2018 – July 2018

Randy Spaulding, Self Evaluation

Date: _____

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Evaluator Procedures

1. Voting Board members will use this evaluation form to evaluate the Executive Director.
2. Student Board members are welcome to complete it as well and can provide comments in the sections provided.

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Leadership						
Models the highest professional standards.	1	2	3	4	5	
Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	
Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	
Informs board members of emerging and sensitive issues affecting completion of board goals.	1	2	3	4	5	
Comments:						



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Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Implementation of the SBE Strategic Plan						
Meets expected annual outcomes from the SBE Strategic Plan.	1	2	3	4	5	
Facilitates the work of board members toward completion of the Strategic Plan.	1	2	3	4	5	
Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	1	2	3	4	5	
Uses and supervises staff effectively to support Strategic Plan goals.	1	2	3	4	5	
Comments:						
Relationship with the Board						
Presents well thought out recommendations to the Board.	1	2	3	4	5	
Communicates reliably, accurately, and openly with the Board.	1	2	3	4	5	
Responds appropriately to Board member requests.	1	2	3	4	5	
Uses individual and collective talents of the Board members to maximize Board potential.	1	2	3	4	5	
Seeks and accepts Board members opinions/suggestions of his work.	1	2	3	4	5	
Has a respectful working relationship with the Board.	1	2	3	4	5	



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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	

Relationship with Outside Stakeholders (e.g., legislative branches, Governor's office, affinity groups)						
Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
Responds appropriately to requests.	1	2	3	4	5	
Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	

Comments:

Fiscal - Management						
Provides sound budget management aligned with board and organizational priorities.	1	2	3	4	5	
Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	
Manages and maintains adequate control of funds and spending.	1	2	3	4	5	

Comments:

Business - Management						
Uses effective practices in human resource	1	2	3	4	5	



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management: implements effective hiring practices and aligns staff with essential activities.						
Possesses and applies knowledge of legal issues affecting the Board.	1	2	3	4	5	



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Comments:

Questions/Criteria	Performance of the Executive Director Role					N/A
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Staff and Personnel Relationships						
Develops good staff morale and loyalty to the organization.	1	2	3	4	5	
Delegate's authority to staff members appropriate to the position each holds.	1	2	3	4	5	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	1	2	3	4	5	
Comments:						



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Performance Development Evaluation January 2018 – July 2018 Staff Member Evaluation of Randy Spaulding, Executive Director SBE	
Evaluator Name: _____	Date: _____

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 1: Leadership						
A. Models the highest professional standards.	1	2	3	4	5	
B. Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	
C. Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	

Comments:



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Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 2: Implementation of the SBE Strategic Plan						
A. Meets expected annual outcomes from the SBE Strategic Plan.	1	2	3	4	5	
B. Facilitates the work of board members toward completion of the Strategic Plan.	1	2	3	4	5	
C. Directs the legislative objectives of the SBE and monitors potential impacts of proposed legislation on Strategic Plan goals and objectives.	1	2	3	4	5	
D. Uses and supervises staff effectively to support Strategic Plan goals.	1	2	3	4	5	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 3: Relationship with Outside Stakeholders (e.g., legislative branches, Governor’s office, affinity groups)						
A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	



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D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	
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Comments:

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A

Section 4: Fiscal - Management

A. Provides sound budget management aligned with board and organizational priorities.	1	2	3	4	5	
B. Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	
C. Manages and maintains adequate control of funds and spending.	1	2	3	4	5	

Comments:

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A

Section 5: Business - Management

Uses effective practices in human resource	1	2	3	4	5	
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management: implements effective hiring practices and aligns staff with essential activities.						
Possesses and applies knowledge of legal issues affecting the Board.	1	2	3	4	5	
Comments:						
Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 6: Staff and Personnel Relationships						
Develops good staff morale and loyalty to the organization.	1	2	3	4	5	
Delegate's authority to staff members appropriate to the position each holds.	1	2	3	4	5	
Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	1	2	3	4	5	
Comments:						



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**Performance Development Evaluation January 2018 – July 2018
Stakeholder Evaluation of Randy Spaulding, Executive Director SBE**

Evaluator Name: _____ **Date:** _____

For each question below, mark the number to the right that best fits your assessment of how Randy Spaulding meets the criteria as it pertains to his ability to perform the functions of the Executive Director position for the Washington State Board of Education.

All items allow for written observations and suggestion(s) for development if appropriate. If you have no information or observations to note please enter N/A in the comments section provided after each criterion category. Please leave any and all notes in the comments space below for each criterion category.

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 1: Leadership						
A. Models the highest professional standards.	1	2	3	4	5	
B. Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	
C. Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	

Comments:



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Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	N/A
Section 2: Relationship with Outside Stakeholders (e.g., legislative branches, Governor's office, affinity groups)						
A. Communicates reliably, accurately, and transparently with outside stakeholders.	1	2	3	4	5	
B. Responds appropriately to requests.	1	2	3	4	5	
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	
D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	
Comments:						

State Board of Education

Title: Executive Director

Reports to: Board

Revised 3/29/18

Agency Profile

The State Board of Education (the Board) provides advocacy and strategic oversight of public education, implements an accountability system that results in improved student learning, and provides leadership in the creation of a system that personalizes education and respects diverse cultures, abilities, and learning styles. In carrying out these responsibilities the Board promotes achievement of the goals of Washington's Basic Education Act, approves high school graduation requirements, develops performance improvement goals, approves scores needed to meet the standards on state assessments, collaborates with P-20 education and workforce stakeholders and policy makers, and executes some regulatory activities.

Attentive to stubborn gaps in opportunity and achievement for students of color, the Board has established equity policies and practices to govern its own behavior and to apply to policy and advocacy activities to boost system accountability to all students.

The Board consists 16 members: Seven members appointed by the governor; five members elected by the members of public school boards of directors; the superintendent of public instruction (SPI); one member elected by approved private school boards of directors; and two non-voting student representatives selected by the Board.

About the Position

The Executive Director of the Board is an exempt position; appointed by, reporting to, and serving at the pleasure of the Board. During 2018, the Executive Director will work with the Board, stakeholders and policy makers to revise the Board's strategic plan and to operationalize the Board's commitment to equity and high performance outcomes for students of color, students with disabilities, and students from low-income families.

The Executive Director plays an important role in Washington State's effort to create an education system where purpose, policy, programs, practices and partnerships are vertically aligned to maximize the success of all students in our state. As part of this work, the Executive Director will identify education trends and policy priorities, and make legislative and other recommendations for improving educational experiences and outcomes of all students in Washington State.

The Executive Director is responsible for the overall operation of the Board; interpreting and operationalizing Board goals and activities, influencing and collaborating with other stakeholders; and managing office operations including staff and an annual budget of just over one million dollars.

The essential functions of this position include but are not limited to:

- Assure that the Board has access to relevant information and understands the impact and implications of their policy options.
- Operationalize an “equity lens” for the Board to utilize in making effective policy decisions.
- Identify opportunities for Board contributions to the continuous improvement process for public education;
- Provide research, policy analysis and environmental scans on issues of import to the Board;
- Draft documents for consideration by the Board;
- Identify relevant connections between Board initiatives and other P-20 stakeholders; and facilitate direct interaction among stakeholders and the Board.
- Manage a complex set of initiatives from policy creation to implementation in a timely manner.
- Develop policy and budget proposals for the Governor and Legislature.
- Collaborate with multiple stakeholders to identify opportunities for coalition building including: the Governor’s office, Legislators and their staff, OSPI, educational associations and organizations, citizen groups, students and their families, school districts, and local, state and federal government representatives.
- Represent the Board at conferences and functions, make presentations to the Legislature and other bodies, and speak for the Board to news media and public forums on matters arising before the Board. Involve Board members as collaborators and spokespersons whenever possible.
- Lead and manage the office including: development of staff as individuals and a team, align their responsibilities and accountability to Board goals; build a satisfied and effective team; budgeting, writing grant applications and managing contracts.

Key competencies or experience necessary for success in the role

- Strong commitment to continuous improvement in educational outcomes for all students.
- Ability to seek innovative solutions for systemic disparities in student experiences and outcomes.
- Demonstrated experience advancing equity and keen understanding of opportunity and achievement gaps, and challenges facing students of color, students with disabilities, and low-income children and families.
- Respect for student voice and commitment to keeping students at the center of policy making.
- Ability to productively facilitate the work of a citizen Board whose members have tremendous expertise, as well as diverse experiences and skill sets; commitment to

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transparent processes for maximum board involvement and understanding.

- Excellent communications skills including the ability to speak and write clearly and succinctly when explaining complex policy issues to enable the Board to make contextualized decisions.
- Ability to use and understand research and data to analyze Washington's complex educational environment and guide the work of the Board.
- Capacity to manage a flexible, long-term vision; ability to facilitate a change process that recognizes and celebrates indicators of change, addresses stakeholder concerns, and builds awareness, consensus, and coalitions.
- Strong relationship management and political skills working with a variety of entities such as legislative bodies, state and federal agencies, tribal governments, educational associations, school districts, interest groups, parents and students.
- Demonstrated experience with the legislative process from drafting proposed legislation to collaborating for policy change, and with direct advocacy with individual legislators.
- Individual and group interpersonal skills including but not limited to listening for understanding, influencing, mediation, consensus building and collaboration.