



The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Board Evaluation

PREPARED FOR THE MAY 2020 BOARD MEETING

Information Item

Materials included in Additional Materials:

1. 2019 Board Self-Evaluation Form
2. Annual Executive Director Evaluation Process
3. DRAFT Board Evaluation Form
4. DRAFT ED Self-Evaluation Form
5. DRAFT Staff Evaluation Form
6. Board Norms are available online at: bit.ly/SBENorms

Synopsis:

During the May meeting Board Chair Peter Maier will discuss to items related to board evaluation. First will be a review of the Board Self-Evaluation process. Second will be a discussion of the process for the annual evaluation of the executive director.

PROPOSED CHANGES TO BOARD SELF EVALUATION FORM

The following changes to the Board Self Evaluation form:

1. To align with Board Norm 6(h), at #9 change "During Board discussions, each Board member speaks with purpose." to "During Board discussions, each Board member speaks with purpose and succinctly, and when appropriate expresses agreement rather than repeating a point already made."
2. To align with Board Norms 10 and 11, at #19 change the language and split into two questions. Former question "Each Board member supports Board decisions and policies when providing information to the public, and allows the Chair or a Board designee to be the spokesperson for the Board to the media." Becomes two questions: "Each Board member supports Board positions, decisions and policies when providing information to the public,

stakeholder groups or the legislature (unless personal view, identified speaking as an individual)" and "Each Board member allows the Chair, Executive Director or the Executive Director's designee to be the spokesperson for the Board with the media."

3. At #17 add a question about student voice to align with Board Norm 5(b): "The Board ensures that student voice is heard and considered as a critical part of policy debate and discussion."

PROPOSED PROCESS FOR ANNUAL EXECUTIVE DIRECTOR EVALUATION

Consistent with the Board Bylaws (Article VII, Section 3) the Board will engage in the annual evaluation of the executive director. The process, described in the attached documents, includes three parts: 1) a self-evaluation by the executive director; 2) a review by individual board members; 3) a 360 review by staff. Due to the move to the online meeting format a special meeting is proposed shortly before the scheduled July meeting to simplify the process for executive session and to ensure adequate time is allowed for board discussion.



Performance Development Evaluation August 2019 – July 2020

Randy Spaulding, Executive Director SBE,

Self -Evaluation

Date:

Evaluator Procedures

1. Please use this evaluation form to provide your self-evaluation as the Executive Director.
2. Return completed form to HR.

For each question below, mark the number to the right that best fits your assessment of how you believe you have met the criteria as it pertains to your 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	Score 2019
Section 1: Leadership						
A. Models the highest professional standards.	1	2	3	4	5	5
B. Creates reasonable timelines and guides the board and staff to completion.	1	2	3	4	5	3



The Washington State
BOARD OF EDUCATION

C. Organizes and supports the staff and board members to be effective team members.	1	2	3	4	5	5
D. Informs board members of emerging and sensitive issues affecting completion of board goals.	1	2	3	4	5	5
Comments:						

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	Score 2019
Section 2: Implementation of the SBE Strategic Plan						
A. Meets expected annual outcomes from the SBE Strategic Plan.	1	2	3	4	5	5
B. Facilitates the work of board members toward completion of the Strategic Plan.	1	2	3	4	5	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	5
D. Uses and supervises staff effectively to	1	2	3	4	5	4



The Washington State
BOARD OF EDUCATION

support Strategic Plan goals.						
Comments						

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	2019 Score
Section 3: Relationship with the Board						
A. Presents well thought out recommendations to the Board.	1	2	3	4	5	5
B. Communicates reliably, accurately, and openly with the Board.	1	2	3	4	5	5
C. Responds appropriately to Board Member requests.	1	2	3	4	5	5
D. Uses individual and collective talents of the Board Members to maximize Board potential.	1	2	3	4	5	4
E. Seeks and accepts Board Members opinions & suggestions of your work.	1	2	3	4	5	4
F. Has a respectful working relationship with the Board.	1	2	3	4	5	5
Comments:						



The Washington State
BOARD OF EDUCATION

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	2019 Score
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	5
B. Responds appropriately to requests.	1	2	3	4	5	5
C. Has a respectful working relationship with outside stakeholders.	1	2	3	4	5	5
D. Seeks input and feedback from outside stakeholders when developing SBE recommendations.	1	2	3	4	5	5
Comments:						

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	2019 Score
Section 5: Fiscal - Management						
A. Provides sound budget management aligned with board	1	2	3	4	5	3



The Washington State
BOARD OF EDUCATION

and organizational priorities.						
B. Pursues and secures appropriate and adequate sources of support for policy activities.	1	2	3	4	5	5
C. Manages and maintains adequate control of funds and spending.	1	2	3	4	2	3

Comments:

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	2019 Score

Section 6: Business – Management

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

Comments:



The Washington State
BOARD OF EDUCATION

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	0219 Score
Section 7: Staff and Personnel Relationships						
A. Develops good staff morale and loyalty to the organization.	1	2	3	4	5	3
B. Delegate's authority to staff members appropriate to the position each holds.	1	2	3	4	5	4
C. Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	1	2	3	4	5	3
Comments:						



The Washington State
BOARD OF EDUCATION

SBE Executive Director Evaluation Procedure 2020

General Notes:

Communications about the Executive Director (ED) evaluation process are primarily between OSPI HR, the Board Chair and Vice-Chair, and the AAG. This is to avoid any concerns around conflict of interest.

Timeline for 2020:

Special Board Meeting July __, 2020 (date to be decided at May Board meeting, probably a few days before July 7-8 Regular Board Meeting)

April

- HR begins working with the Board Chair, Vice Chair and AAG on changes or suggestions received from the prior year to improve the annual ED evaluation process. *Met on 4/29, drafted changes to the process. Proposed revised process will be provided to full Board for discussion at the May Board Meeting, May 13-14, 2020. ED has had opportunity for input as well.*

May

- HR develops evaluation survey forms (separate form for each group) using Survey Gizmo for Board Members, Board Staff, and Executive Director Evaluations. OSPI uses Survey Gizmo for this and other purposes and suggests its use.
- Draft Evaluation Procedure document and evaluation survey forms provided to full Board for discussion at May 13-14 meeting.
- After May Board Meeting:** HR makes any necessary changes/updates arising out from the Board Meeting to the evaluation process or evaluation survey forms.
- End of May** Board Chair, HR and AAG (if needed) share (via email) updated procedure and survey forms with the Executive Committee for final review. If there are changes out of this review, the Board Chair gives changes to the HR for finalizing prior to sending the evaluation survey to the Board and staff members by the end of May.

SBE Executive Director Evaluation Procedure 2020

- **May** HR conducts salary survey for comparable jobs, to be provided at the July Special Board Meeting.
- **End of May** HR distributes the Evaluation Survey (target date May 26th, latest is June 1st) to SBE Staff, Board Members, and Executive Director with instructions to complete no later than June 15.

Instructions on the survey will include:

- Information on intent of the evaluation process and appropriate comments for inclusion. If a specific concern exists, direct Board staff to reach out to HR outside of this process.
- Notice that although the survey tool allows individual anonymity, the content from the survey and reports is not exempt from public disclosure.
- 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 AAG Linda Sullivan Colglazier at LindaS1@ATG.WA.GOV

June

- Mid-June HR closes the survey and compiles results (numerical and comments) HR Schedules meeting (Zoom) to review results with Board Chair and AAG, to prepare for Executive Session.

July

- Board Chair calls a Special Meeting that will specifically include an Executive Session to discuss the evaluation survey results. (Probably will occur July 2, 6 or 7) OSPI HR hosts the Special Meeting via Zoom. (SBE staff not involved in hosting the meeting on Zoom.) Special Meeting will begin in open public session, then move to closed Executive Session. Board members will begin discussion without Executive Director, then invite Exec. Dir. to join the Executive Session. At conclusion of Executive Session, will return to open public meeting for further discussion or adjournment.
- Board Members and Executive Director will have received, via email, before the Special Meeting:
 - Copy of the summary of staff 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

SBE Executive Director Evaluation Procedure 2020

- Prior year's evaluation Summary Sheets
- In the Executive Session the Board Chair gives a brief overview of the results of the evaluation. This may include pointing out areas of alignment and differences, high scores or low scores, or variation from prior years' evaluations. Then a discussion of results by full Board. Discussion may also include possible salary adjustment for the ED, review of the salary survey, Board's budget, history of past salary adjustments, and tied to performance. No vote or consensus is sought or made during Executive Session.
- At the end of Executive Session, the Board will move into open meeting and either adjourn or consider any motion(s) for a salary adjustment. (A motion for salary adjustment could also be considered in open session at the July Regular Meeting.)

Wrap-Up

- Board Chair and Vice-Chair meet (electronically) with ED to review the results of the evaluation, covering any issues to be addressed, for example any disparate or lower scores or professional development needs in the coming year.
- Recap of process with AAG, Board Chair and HR for future improvements.
- Board Chair informs HR in writing of the Board's decision if there is to be any salary adjustment.



The Washington State
BOARD OF EDUCATION

Performance Development Evaluation August 2019 – July 2020

Board Member Evaluation of Randy Spaulding, Executive Director SBE

Evaluator: _____ **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					
	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	



The Washington State
BOARD OF EDUCATION

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	
Comments:						

Questions/Criteria	Performance of the Executive Director Role					
	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	



The Washington State
BOARD OF EDUCATION

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	
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	
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	



The Washington State
BOARD OF EDUCATION

F. Has a respectful working relationship with 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	
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:						



The Washington State
BOARD OF EDUCATION

Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
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:						
Questions/Criteria	Performance of the Executive Director Role					
	Not Evident	Needs Improvement	Meets Expectations	Typically Exceeds Expectations	Distinguished Performance	
Section 6: Business – Management						
A. Uses effective practices in human resource management: implements effective hiring practices and	1	2	3	4	5	



The Washington State
BOARD OF EDUCATION

aligns staff with essential activities.						
B. 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	
Section 7: Staff and Personnel Relationships						
A. Develops good staff morale and loyalty to the organization.	1	2	3	4	5	
B. Delegate's authority to staff members appropriate to the position each holds.	1	2	3	4	5	
C. Holds personnel accountable for their performance and takes action when performance does not meet standards for the Board.	1	2	3	4	5	
Comments:						



The Washington State
BOARD OF EDUCATION

Performance Development Evaluation August 2019 – July 2020

Staff Member Evaluation of Randy Spaulding, Executive Director SBE

Staff Member Evaluation Form

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. Staff members will use this evaluation form to evaluate the Executive Director.

Questions/Criteria	Performance of the Executive Director Role					
	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	



The Washington State
BOARD OF EDUCATION

C. Organizes and supports the staff and board members to be effective team members.	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	
Section 2: Implementation of the SBE Strategic Plan						
A. 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	
Section 3: Staff and Personnel Relationships						



The Washington State
BOARD OF EDUCATION

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

Comments:



The Washington State
BOARD OF EDUCATION

2019 Self-Evaluation of State Board of Education

- The questions were taken from Board Norms and from Executive Director Evaluation form, with some additional questions added.
- 1-5 scale (1-Not Evident, 2- Needs Improvement, 3-Meets Expectations, 4-Exceeds Expectations, 5 Distinguished Performance, or Not Observed, for any item where you feel like you have an insufficient basis to respond)
- Each question allowed for members to fill in additional comments

Questions:

1. What is your role with SBE
2. Board meetings focus on SBE goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
3. At Board meetings, Board members maintain the dignity and integrity appropriate to an effective public body.
4. All Board members play a meaningful role at Board meetings and in the Board's overall operations.
5. Board members consistently attend and prepare for Board meetings, and read the materials in advance of the meeting.
6. Board members endeavor to understand the views of other members and to engage in civil discussion, while embracing a healthy debate on policy issues.
7. Board meetings start on time and end on time.
8. Board members hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated "pause" for questions.
9. During Board discussions, each Board member speaks with purpose.
10. The Board Chair governs the meetings to ensure that the discussions and deliberations are leading to a focused outcome.
11. The Board's consideration of and voting on business items is deliberate and has clear outcomes.
12. Board members maintain the confidentiality of executive sessions.
13. Written materials are provided in advance of meetings to Board members and include the necessary to inform Board discussion and decisions.
14. In the spirit of the "no surprises" Board Norm, Board members seek clarification or additional information as needed prior to a Board meeting. Concerns regarding agenda items are directed to the Board Chair or Executive Director in advance.
15. The Executive Committee operates effectively, and has appropriate levels of communications and shared information with non-Executive Committee members regarding Executive Committee actions and meetings.



The Washington State
BOARD OF EDUCATION

16. Board committees, both formal and ad hoc, operate effectively and engage appropriately with the full Board.
17. Each Board member is dedicated to the work of the Board.
18. Each Board member gives other members an opportunity for advance review of proposals to the Board and adheres to the “no surprises” Board Norm.
19. Each Board member supports Board decisions and policies when providing information to the public, and allows the Chair or a Board designee to be the spokesperson for the Board to the media.
20. In all communications with outside stakeholders and with the public, Board members maintain the dignity and integrity appropriate to an effective public body.
21. The Board communicates reliably, accurately, and transparently with outside stakeholders.
22. The Board actively seeks input and feedback from outside stakeholders when developing Board policies, and Board members participate in opportunities to engage with outside stakeholders.
23. In all communications with the Executive Director and with SBE staff, Board members maintain the dignity and integrity appropriate to an effective public body.
24. The Board allows the Executive Director to lead and manage the SBE staff and does not interfere with or undermine that relationship.
25. Board members communicate concerns and communications regarding Board operations, staff, and stakeholder relationships to the Executive Director or Board Chair.
26. The Board has a respectful working relationship with the Executive Director and communicates reliably and clearly with the Executive Director.
27. The Board has respectful working relationships with members of the SBE staff.
28. Individual Board members do not manage or direct staff to perform tasks without approval of the Executive Director or the support of the Board.
29. Board members consistently respond on a timely basis to staff requests for information and evaluations.
30. The Board periodically adopts, and annually updates, a multi-year Strategic Plan that is based on the Board’s Mission, Vision and Values.
31. The Board maintains its focus on items in the Strategic Plan.
32. The Board adopts annual legislative priorities and advocates for legislation that is consistent with and that supports the Strategic Plan.
33. The Board, as a collective, is appropriately active in legislative testimony and communications with individual legislative members.
34. The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.
35. Board members individually, and the Board as a whole, have appropriate opportunities for professional training and development so as to foster and grow an effective governance team.



The Washington State
BOARD OF EDUCATION

36. The Board has effective processes for new members to become fully engaged in the Board deliberations and activities.
37. The Board keeps a focus on equitable outcomes for all students through adherence to the Equity Statement and Equity Lens.
38. Board duties and responsibilities required by statute or by-laws are executed according to defined calendar and deadlines.
39. The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.