



EXECUTIVE DIRECTOR and/or INTERIM DIRECTOR EVALUATION POLICY

(Approved by the Board of Trustees on April 15, 2026)

This policy will take effect on July 1st, 2026

Purpose and Objective

This policy focuses on whether the lead administrator is meeting the Board of Trustees' expectations, professional goals, standards, and objectives developed by a collaboration between the Executive Director and/or Interim Executive Director and the Golden Valley Board of Trustees. These standards and objectives will align with Golden Valley Charter's mission and vision statements, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leaders (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPEs) may be used to guide clear goals and objectives. These metrics are generally consistent year to year, and at any time during an unforeseen circumstance.

The Board of Trustees will gather input from the Human Resources Manager, the Special Education Director, the School Principals of each site, and the greater school community members.

The Executive Director and/or Interim Executive Director is responsible for ensuring that students are achieving at the highest levels. Recruiting and retaining exceptional school leaders is a means by which our school ensures exceptional achievement through the Waldorf curriculum. It is the Executive Director's and/or Interim Executive Director's responsibility to champion its leaders, educators, and families by building and nurturing trust, encouragement, reward, and candor, and address challenges proactively and in partnership with staff, families, students, and the school community. The evaluation process allows the Board of Trustees to engage formally with its Executive Director and/or Interim Executive Director about performance strengths and challenges to discuss professional development opportunities.

Objectives For An Executive and/or Interim Director Evaluation

- Foster explicit communications at regular intervals between the Board of Trustees and the Executive Director and/or Interim Executive Director regarding personal performance, progress towards agency goals, and accountability.
- Develop clear performance measures and goals so the Executive Director's and/or Interim Executive Director's work is aligned with and supports the school's strategic direction,
- Discuss the Executive Director's and/or Interim Executive Director's performance through the school year, allowing for opportunities to revise performance expectations, goals, and professional development plans.
- Create opportunities to discuss long-term leadership needs of the school throughout the year,
- Provide opportunities for professional development where needed,
- Provide an opportunity via self-assessment for the Executive Director and/or Interim Executive Director to reflect on their performance,
- Evaluate the Executive Director's and/or Interim Executive Director's ability to perform the core competencies of the position and to complete pre-defined goals, recognizing successful completion of goals, and addressing performance issues associated with incomplete goals.

- Reward performance according to results achieved and behaviors demonstrated
- Address performance concerns and develop targeted professional development plans to improve performance.

The Golden Valley Charter School (GVCS) Executive Director (ED) and/or Interim Executive Director is evaluated annually following a clear, agreed-upon timeline with the Executive Committee members.

Executive Director and/or Interim Executive Director Evaluation Timeline	
Month	Tasks
August	<ul style="list-style-type: none"> - Jointly establish the Executive Director’s and/or Interim Executive Director’s goals aligned with the Strategic Plan, LCAP, including but not limited to: Areas of organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, Teamwork objectives * - Identify a collective group of staff (teachers, central office staff, leadership, and/or additional members of need) to be interviewed quarterly. - At the Board retreat, discuss and present the Executive Director and/or Interim Executive Director goals to the board - At “Back to School Night” or Parent Registration, a survey will be made available to review the school culture with school community members. - At Staff in-service days, a survey will be made available to all staff to reflect on the Executive Director’s and/or Interim Executive Director’s progress in meeting developing staff culture, agency goals for the coming year, areas of concern, etc. - Both survey results will help determine an appropriate baseline for establishing goals as needed for the Executive Director and/or Interim Executive Director. - Collectively establish the Executive Director’s and/or Interim Executive Director’s professional development/improvement plan (if required)
September	<ul style="list-style-type: none"> - Review the results of the questionnaire/surveys given to parents and staff - Present to the Board the results of the questionnaire/surveys.
October	<ul style="list-style-type: none"> - Create Board mid-year rubric evaluation of ED goals.
November	<ul style="list-style-type: none"> - Post survey to the school community about the goals of the ED - Schedule a meeting with ED to discuss progress and check in about goals.
December	<ul style="list-style-type: none"> - Check in with the leadership team/ collective group with a survey question. - Meet with ED review progress, if needed, adjust goals jointly
January	<ul style="list-style-type: none"> - Create and finalize survey questions to send out to families and all staff.
February	<ul style="list-style-type: none"> - Survey questions remain open till early March, send out reminders.

	<ul style="list-style-type: none"> - Plan interviews with a collective group. - Plan a closed session with leadership and the collective group.
March	<ul style="list-style-type: none"> - Hold closed session (s) and interviews with the collective group of staff identified in August. <ul style="list-style-type: none"> - In closed session, conduct 360 interviews using open-ended questions and the rubric for the Executive Director and/or Interim Executive Director Performance Evaluation Rubric. - Additional staff interviews can be conducted as needed
April	<ul style="list-style-type: none"> - Board members will complete the Executive Director and/or Interim Executive Director Performance Evaluation rubric - Any additional interviews can be scheduled during closed session at the request of the Board Chair and/or Evaluation Committee.
May/June	<ul style="list-style-type: none"> - Executive Director and/or Interim Executive Director completes self-assessment - The Board will summarize assessment results with the Executive Director. - The Board will jointly establish the Executive Director's and/or Interim Executive Director's performance review. - The Board will hold a closed session to determine the appropriate contract based on collected information on the Executive Director's and/or Interim Executive Director's performance review and determine if re-elect termination, or other corrected means will be drafted and presented to the Executive Director and/or Interim Executive Director for the coming school year.

**Objectives will be determined in accordance with the Board procedure, LCAP, and/or strategic plan performance metrics. In addition, referencing and applying the California Professional Standards for Education Leader (CPSEL), Professional Standards for Educational Leaders (PSEL), and/or California Administrator Performance Expectations (CAPes). It is the understanding of the Board and the Executive Director and/or Interim Executive Director that the Board would evaluate the Executive Director's and/or Interim Executive Director performance based on progress being made towards the achievement of these expectations, along with his/her overall performance relative to the usual responsibilities of the Executive Director and/or Interim Executive Director.*

Evaluation Committee

The committee consists of the following members:

- The Board chair and/or Vice-Chair
- Additional Board members, not to exceed a quorum
- Human Resource Manager or Designated staff member, as requested by the Board Chair

The full Board of Trustees ratifies the nominations at the August board meeting.

Process

The evaluation process is completed annually by the Board of Trustees, which focuses on the Executive Director's and/or Interim Executive Director's performance against the job description and annual goals. The evaluation involves a multi-part process that includes constructive feedback from key partners, employees, and ensures a comprehensive view of the Executive Director's and/or Interim Executive Director's performance on meeting agency strategic goals, LCAP goals, mission, vision, values, and professional alignment with the Waldorf community. Providing a 360-degree evaluation of the Executive Director's and/or Interim Executive Director's ability to successfully lead the organization.

This process includes:

- A comprehensive performance evaluation and an ‘open-ended questions’ model form to be completed by each member of the Board of Trustees.
 - A comprehensive self-evaluation, including a review of goals by the Executive Director and/or Interim Executive Director.
 - An ‘open-ended question’s evaluation to be completed by several agency-wide staff, but not limited to Human Resources, School Leadership, and/or Agency Leadership team members.
 - A comprehensive and confidential feedback survey for school community members, families, and staff will be created.
 - A compilation of all evaluation materials will be presented to the Board of Trustees members during a closed session meeting before any determination on the Executive Director's and/or Interim Executive Director’s performance, goals, or recommendations on the annual contract of the Executive Director and/or Interim Executive Director.
 - A discussion of the evaluation and recommendations for changes to compensation for the Executive Director and/or Interim Executive Director will be based on the results of evaluations, constructive feedback, and survey results.
 - The Board of Trustees makes the final recommendations of the following:
 - Rehire the Executive Director and/or Interim Executive Director with a salary recommendation
 - Rehire the Executive Director and/or Interim Executive Director with conditions and areas of improvement *
 - Elect to Non-renewal of Executive Director and/or Interim Executive Director contract *
 - Place the Executive Director and/or Interim Executive Director on administrative leave pending further action*
- * The Board of Trustees can discuss the recommendations with the Executive Director and/or Interim Executive Director during closed session, who may choose to respond to the determination of the Board of Trustees. The Board notes the response from the Executive Director and/or Interim Executive Director, if any, and will finalize their recommendations out of closed session.
- Delivery and discussion of the Board of Trustees evaluation to the Executive Director and/or Interim Executive Director will be completed by the Board Chair, Vice-Chair, and Human Resource Manager.

At any time if concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Trustees Chair in writing. During the regular course of the year, the Chair is a conduit for feedback to the ED regarding such concerns. Concerns of a legal or other serious nature should be brought to the attention of the Board Chair. An additional evaluation may be required at any time by a majority vote of the Board of Trustees.

Due to a governance reorganization with the creation of an Executive Director and/or Interim Executive Director position, the ED evaluates and supervises the school principals and leadership positions. Only the Executive Director and/or Interim Executive Director reports directly to the board.

Measurements

- Review past performance evaluations with goals and feedback
- Executive Director and/or Interim Executive Director job description, self-evaluation, evaluation of collaborative SMART goals, completed evaluation ratings, and interview question forms from staff.as applicable
- Survey responses across all groups (staff, families, and greater Golden Valley Community.
 - Each group will have similar, but different questions asked that are appropriate/in depth for that group.

Executive Director and/or Interim Executive Director Performance Evaluation

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS AND THE DESCRIPTIONS OF PRACTICE

The Executive Director and/or Interim Executive Director will be rated on their efficacy in the following CPSEL standards and Fiscal Stewardship through Governing Board goals:

Standard 1	Development and Implementation of a Shared Vision
Standard 2	Instructional Leadership
Standard 3	Management and Learning Environment
Standard 4	Family and Community Engagement
Standard 5	Ethics and Integrity
Standard 6	External Context and Policy
Standard 7	Fiscal Stewardship
Standard 8	Professional Transparency

All survey questions should use a Likert scale or a 5-point structured response, and short responses to gain quantitative data

Executive Director and/or Interim Executive Director Survey Questions for Staff.

Executive Direction and/or Interim Executive Director & School Leadership

- *Does the Executive Director and/or Interim Executive Director clearly communicate and guide decision-making based on the school's vision and goals?*

Instructional Leadership

- *Does the Executive Director and/or Interim Executive Director provide effective guidance and support to improve teaching and learning?*

Management and Learning Environment

- *Does the Executive Director and/or Interim Executive Director effectively manage systems that are in place to support a safe, respectful, and productive learning environment?*

Family and Community Engagement

- *Does the Executive Director and/or Interim Executive Director effectively demonstrate meaningful engagement with families and community partners?*

Ethics and Integrity

- *Does the Executive Director and/or Interim Executive Director demonstrate ethical behavior, fairness, and consistency in decision-making?*

Policies

- *Has the Executive Director and/or Interim Executive Director demonstrate effectively communications of policies, regulations, and external requirements with staff?*

Fiscal Stewardship

- *Does the Executive Director and/or Interim Executive Director demonstrate leadership in managing financial and material resources responsibly and in alignment with school priorities?*

Professional Transparency

- *Does the Executive Director and/or Interim Executive Director demonstrate open communication leadership that is transparent on decisions, expectations, and changes?*

Feedback on Performance

- *Can you share one specific example of how the Executive Director's and/or Interim Executive Director's leadership (e.g., communication, decision-making, staff support, family support, etc.) has had a positive impact on your school and agency?*

If none, please complete the following question

Feedback on Performance

- *What is one specific leadership practice the Executive Director and/or Interim Executive Director could improve on to better support our schools and all staff?*

If none, please put NA in your response.

School Community

Development and Implementation of a Shared Vision

- Does the interim Executive Director and/or Interim Executive Director clearly communicate and guide decision-making based on the school's vision and goals?

Instructional Leadership

- Does the interim Executive Director and/or Interim Executive Director demonstrate effective school operations management and support high-quality teaching and learning for all students?

Management and Learning Environment

- Does the Executive Director and/or Interim Executive Director demonstrate effective school operations management and expectations for a supportive, safe, and respectful learning environment?

Family and Community Engagement

- Does the interim Executive Director and/or Interim Executive Director actively engage families and the community as partners, and facilitate them feeling welcomed and respected by school leadership?

Ethics and Integrity

- Does the Executive Director and/or Interim Executive Director actively demonstrate honesty, fairness, and ethical decision-making to support the best interests of students, staff, and families?

Policies

- Does the Executive Director and/or Interim Executive Director actively demonstrate effective leadership in responding to policies, regulations, and external requirements?

Fiscal Stewardship

- Does the Executive Director and/or Interim Executive Director actively demonstrate responsible management of fiscal priorities that are aligned with students' and the school's priorities?

Professional Transparency

- Does the Executive Director and/or Interim Executive Director demonstrate school leadership communication that is open and transparent with staff and families?

Performance Feedback

- "What is one specific action the Executive Director and/or Interim Executive Director has taken that has positively impacted staff, students, or families, and what was the outcome?"

If none, please answer the following question.

Performance Feedback

- What is one key change or initiative the Executive Director and/or Interim Executive Director could implement or introduce to move our schools and agency forward?

If none, please put N/A

Standard 1: Development and Implementation of a Shared Vision

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p>Element 1A: Student Centered Vision <i>Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students</i></p>		
<p>Element 1B: Developing Shared Vision <i>Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all partners</i></p>		
<p>Element 1C: Vision Planning and Implementation <i>Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.</i></p>		

Standard 2: Instructional Leadership

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p>Element 2A: Professional Learning Culture <i>Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.</i></p>		

Standard 2: Instructional Leadership

<p>Element 2B: Curriculum and Instruction <i>Leaders guide and support the implementation of standards-based curriculum, Waldorf pedagogy, instruction, and assessments that address student expectations and outcomes.</i></p>		
<p>Element 2C: Assessment and Accountability <i>Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.</i></p>		

Standard 3: Management and Learning Environment

ELEMENT	EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small>	REFLECTION/EVIDENCE
<p>Element 3A: Operations and Facilities <i>Leaders provide and oversee a functional, safe, and clean learning environment.</i></p>		
<p>Element 3B: Plans and Procedures <i>Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.</i></p>		

<p>Element 3C: Climate <i>Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.</i></p>		
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Standard 3: Management and Learning Environment

<p>Element 3D: Fiscal and Human Resources <i>Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</i></p>		
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Standard 4: Family and Community Engagement

<p align="center">ELEMENT</p>	<p align="center">EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p align="center">REFLECTION/EVIDENCE</p>
<p>Element 4A: Parent and Family Engagement <i>Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.</i></p>		
<p>Element 4B: Community Partnerships <i>Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.</i></p>		

<p>Element 4C: Community Resources and Services <i>Leaders leverage and integrate community resources and services to meet the varied needs of all students.</i></p>		
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Standard 5: Ethics and Integrity

<p align="center">ELEMENT</p>	<p align="center">EVALUATION RATING <small>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</small></p>	<p align="center">REFLECTION/EVIDENCE</p>
<p>Element 5A: Reflective Practice <i>Leaders act upon a personal code of ethics that requires continuous reflection and learning.</i></p>		
<p>Element 5B: Ethical Decision-Making <i>Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</i></p>		
<p>Element 5C: Ethical Action <i>Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students</i></p>		

Standard 6: External Context and Policy

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
<p>Element 6A: Understanding and Communicating Policy <i>Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</i></p>		
<p>Element 6B: Professional Influence <i>Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.</i></p>		

Standard 7 Fiscal Stewardship

ELEMENT	EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i>	REFLECTION/EVIDENCE
<p>Element 7A: Fiscal Stewardship. <i>Responsibly manage financial resources in alignment with legal requirements and the school's educational priorities.</i></p>		

<p>Element 7B: Fiscal Stewardship. <i>Working with staff, the Finance Committee, and the board to prepare a budget that is transparent and ensures the organization operates within those approved guidelines.</i></p>		
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<p>Standard 8: Professional Transparency</p>		
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<p>ELEMENT</p>	<p>EVALUATION RATING <i>Not Met (NM), Emerging (E), Proficient (P), Distinguished (D)</i></p>	<p>REFLECTION/EVIDENCE</p>
<p>Element 8A: Build positive professional relationships. <i>Leaders promote a culture in which governing board relations with agency authorizers are collaborative, transparent, and professional relationship with the governing board to advance the school's mission and goals.</i></p>		
<p>Element 8B: Accountability <i>creates clear communication, mutual accountability, and respectful engagement in decision-making processes with board members, school site leadership, parents/guardians, authorizers, staff, and board members, which results in their collaborative nature towards building trust.</i></p>		

		TOTAL SCORE
Standard 1	Development and Implementation of a Shared Vision	/12
Standard 2	Instructional Leadership	/12
Standard 3	Management and Learning Environment	/16
Standard 4	Family and Community Engagement	/12
Standard 5	Ethics and Integrity	/12
Standard 6	External Context and Policy	/8
Standard 7	Fiscal Stewardship	/8
Standard 8	Professional Transparency	/8
Total Score:		/88

Executive Director and/or Interim Executive Director Signature & Date

Board Chair Signature & Date

Evaluation Committee Member & Date

Descriptions of Practice

NOT MET INEFFECTIVE (1)	EMERGING (2)	PROFICIENT (3)	DISTINGUISHED (4)
<p>Rarely articulates or aligns the school vision with practice.</p> <p>Demonstrates unethical or unprofessional behavior</p> <p>Rarely addresses the equity or diverse students' needs</p> <p>Lacks alignment or rigor in instructional systems. Student support is inconsistent or exclusionary.</p> <p>Neglects the development of staff skills or growth. Limited collaboration or shared leadership</p> <p>Rarely involves families or community partners. Inefficient or disorganized management of resources. Rarely uses student data to inform instructional approaches to support staff professional growth, no clear system for monitoring academic progress.</p> <p>Lacks understanding or mismanages fiscal responsibilities.</p> <p>Unable to build and maintain a collaborative, transparent, and professional relationship with the governing board.</p>	<p>The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services.</p> <p>Works with staff to commit to a vision focused on student-centered learning and on the well-being of each student.</p> <p>S/he draws attention to existing equity gaps for diverse student populations. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students.</p> <p>S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address their needs as a means to attain equity by closing opportunity and achievement gaps.</p>	<p>The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learning to gauge the learner's progress in meeting content and performance outcomes.</p> <p>The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes.</p> <p>S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.</p>	<p>The leader manifests the vision of all students graduating ready for college and career. S/he does so by proactively engaging staff, students, and the broader community in evidence-rich conversations about equitable opportunities and outcomes for all students' learning and well-being.</p> <p>S/he makes certain that these opportunities are available to, and supports students with academic, linguistic, cultural, social-emotional, behavioral, and physical development needs.</p> <p>In collaboration with stakeholders, s/he creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in opportunity and achievement among student groups.</p> <p>The leader sustains effective systems for students with differing abilities, seeing to it that their needs are met with a sense of urgency and high expectations.</p>