

Superintendent Evaluation

April 2020



Timeline

April 16 SC Meeting →

Documents for the summative evaluation are distributed to members.

May 20 SC Meeting →

The Superintendent gives the final report on the status of the current year's goals, and the Chair issues a general public request for input.

June 5



This is the due date for members to submit their completed written evaluations to the outgoing Chair and School Committee Secretary. Public input is received.

June 18 SC Meeting →

The composite evaluation is included in an addendum which is presented at the meeting, discussed and voted. The Superintendent's FY21 salary is voted (effective July 1st).

MASC Guidance*:

What happens to the evaluation of the superintendent this year?

Goals:

Goals could be evaluated on the progress expected up until the mid-March closures.

Committees and superintendents should discuss whether the goal was on track for completion.

- *Was the goal met or is there still work to be done? The committee and superintendent could agree that a goal that was on track to be met by the end of the evaluation cycle could be labeled as “Significant Progress” and would have the same weight as “Met” in the final rating.*

**Text taken from:*

<https://www.masc.org/member-resources-4/coronavirus/faq/1048-superintendent-evaluation>

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		By June 2020, we will develop a PK-6 Literacy (Reading) Vision and implementation plan that will provide equitable access to evidence-based instructional and assessment practices that improve literacy outcomes for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal		In order to foster stakeholder support for the schools and solicit feedback about how we can continue to improve, by June 2020 we will engage in a variety of strategies to increase stakeholder engagement by: <ul style="list-style-type: none"> Producing an annual report and interim newsletters to keep members of the Acton Boxborough community informed about the district's work Holding a series of coffees with the superintendent and school committee chair to increase two-way communication with families Forming a district-wide family advisory group to increase two-way communication and inform the district's work around Diversity, Equity and Inclusion Forming a district-wide student focus group for students in grades 7-12 in order to inform the district's work around Diversity, Equity and Inclusion 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1		So that we are intentional and transparent about our improvement efforts, by June 2020, we will complete a district strategy for school committee adoption that articulates: <ul style="list-style-type: none"> Underlying beliefs that drive our work Overarching strategic objectives Initiatives that support the strategic objectives Action plans for each initiative Outcomes and key equity indicators that provide benchmarks against which to measure our progress We will work with schools to align school improvement plans to the district strategy. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal 2		<p>So that we can continue to improve our support services for students, by June 2020 we will conduct an independent evaluation of the social emotional learning supports that will allow us to:</p> <ul style="list-style-type: none"> Develop an understanding of current practices related to social, emotional, behavioral, and counseling supports in the district. Explore alignment of current practices with best practice research in order to identify which supports could be expanded or strengthened. <p>Identify opportunities to align staff practices with best practices and effectively manage staffing in order to further support students' social, emotional, behavioral, and mental health needs, creating sustained change in schools and classrooms.</p>	☐	☐	☐	☐	☐
District Improvement Goal 3		<p>In order to improve our focus on educator growth and development, by June 2020 we will work with school and district leaders and educators to:</p> <ul style="list-style-type: none"> Maintain and grow a strong culture of professional dialogue and collaboration around teaching and learning and educator evaluation Refine the evaluation system so that student learning and teacher impact are at the center of process Strengthen the partnership between evaluators and educators through a common focus on learning for all students Develop and support consistent common evaluation practices among all administrators that are meaningful and manageable 	☐	☐	☐	☐	☐

Standards

The standing advice from MASC has been that superintendents need not produce different pieces of evidence for the goals and for the agreed-upon standards and indicators. However, the focus of districts has changed so drastically that there may be value in reconsidering.

- *There may be a case for including in the evaluation evidence about how the issues relating to the closures were handled.*
- *Evidence of this critical and unexpected work could be included for the ratings on the Standards. However, do remember that this is an evidence-based model. So, ratings and narrative about the superintendent's performance should be supported by evidence.*

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				

The Evaluation Form (sample indicator)

	U	NI	P	E
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Rubric (for the indicator):

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

The 5-Step Cycle

The disruption to students and staff, and to the best laid plans can't be overstated. As committees and superintendents begin to consider goals for the next evaluation cycle, there will likely be new priorities to address. Goals that would have seemed unimaginable a year ago may be reasonable and important to include in the next evaluation cycle.

- The vision and mission of the district does not change. While some past priorities may take a back seat for a while, the vision, mission and over-all district strategy should remain in place as a guiding document for goal setting.
- Focusing on doing the short-term well will enable the district to return to the long-term work more quickly and with better success.