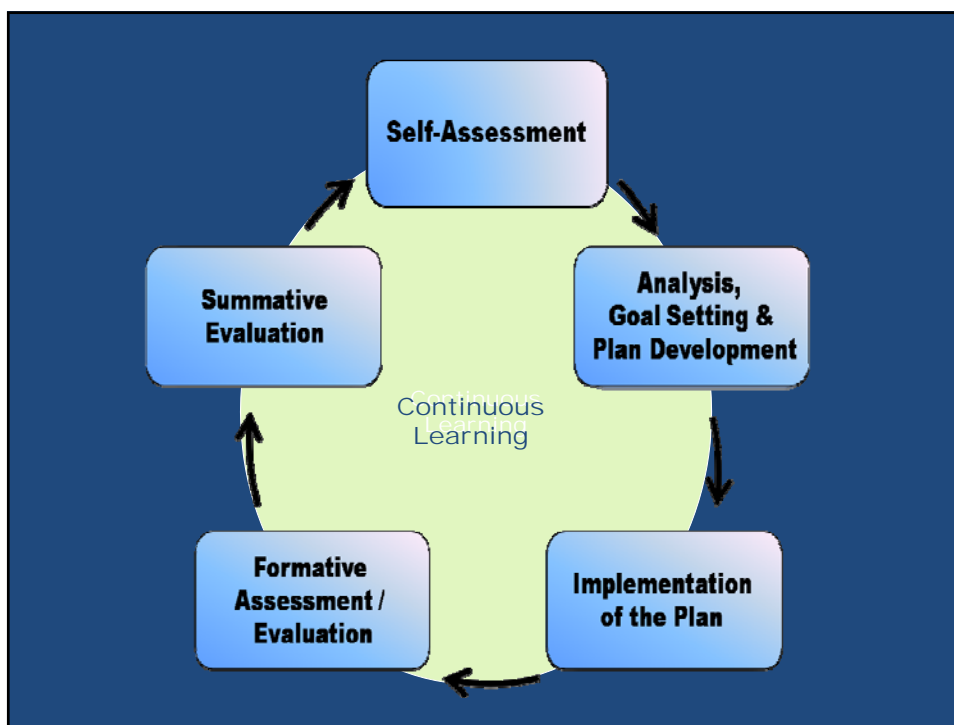


Superintendent Evaluation

MASC/MASS Conference
November 2013



A two-part evaluation tool that includes:

SMART (Specific, Measurable, Attainable, Relevant & Timely) Goals

and a

Rubric outlining Standards and Indicators of Effective Professional Practice.

For the superintendent, the four Standards of Effective Professional Practice are:

- I. Instructional Leadership**
- II. Management & Operations**
- III. Family and Community Engagement**
- IV. Professional Culture.**

A rating system where educators receive multi-step ratings:

A summative performance rating on

Professional Practice goal(s), Student Learning goal(s), and District goal(s) as:

"Did not Meet", "Some Progress", "Significant Progress", "Met", "Exceeded"

A summative performance rating on

The Standards of Effective Professional Practice as:

"Exemplary," "Proficient," "Needs Improvement", "Unsatisfactory"

An overall summative performance rating as

"Exemplary," "Proficient," "Needs Improvement", "Unsatisfactory"

An impact on student learning rating as

"High," "Moderate", "Low"

GENERAL GOALS FOR MAYBERRY

(Also known as Strategic Objectives, Overarching Goals, and Vision Statements)

A. STRATEGIC OBJECTIVES/OVERARCHING GOALS FOR THE MAYBERRY PUBLIC SCHOOLS:

1. **Unity and Coherence:**

Create a systemic approach to the work of the district, while placing a focus on the high-priority, high-leverage goals of the elementary schools, middle school and high school.

2. **Meeting Individual Needs:**

Focus on the individual needs of students and the vehicles and barriers to achievement.

3. **Use of Data:**

Ensure that data management and analysis support and inform instruction.

4. **Professional Culture:**

Develop a culture of professional growth and dialogue about curriculum, instruction and assessment through collegiality and partnerships.

B. DISTRICT IMPROVEMENT GOALS FOR THE MAYBERRY PUBLIC SCHOOLS

(The links to the Mayberry School District's Strategic Objectives are indicated in parentheses.)

1. **Common Core Standards:**

Schools will implement the Common Core Standards into their curriculum, instruction and assessment. (Strategic Objective 1)

2. **Educator Evaluation System:**

The district will implement a new evaluation system based upon the new state regulations. (Strategic Objective 4)

3. **MCAS Results:**

Each school will meet its MCAS "Improvement Target." (Strategic Objectives 1,2)

4. **Professional Learning Communities:**

Schools will continue to establish and develop professional learning communities for the purpose of collaboration leading to SMART Goals as a means for student achievement. (Strategic Objectives 2,4)

5. **District Data Team:**

The district will establish a District Data Team for the purpose of further coordinating the process of data-informed instruction. (Strategic Objective 3)

6. District Technology Committee:

The purpose of establishing a District Technology Committee is to coordinate the future direction of the district systematically through coordination of efforts at the primary and secondary levels. (Strategic Objective 3)

7. Family and Community Engagement/Publicity:

(Strategic Objective 1)

- a. Open channels of information-sharing to our parent/guardian community
- b. Increase awareness of district's accomplishments
- c. Create a district e-mail list
- d. Encourage more parent involvement during the school day

SUPERINTENDENT GRIFFIN'S REQUIRED FOUR SMART GOALS

I. Superintendent SMART Goal (District Goal 1):

By August 31, 2014, the district will develop a five-year comprehensive curriculum development and renewal cycle.

Related to:

- Mayberry District Goal 1
- Standard of Effective Professional Practice: Instructional Leadership (see Step 1-1 for list of the four standards)
- Standard IV: Professional Culture

Key Actions & Benchmarks:

- Identify curriculum mapping template (Jan 15).
- Identify curriculum mapping strategy (July 1).
- Complete 5 year curriculum review plan (Aug 31).
- In Year 1, Elementary School ELA and Math curriculum maps will be completed; Middle School ELA, Math and Science will be completed; 20% of all High School courses will be completed.

SUPERINTENDENT GRIFFIN'S REQUIRED FOUR SMART GOALS

II. Superintendent SMART Goal (District Goal 2):

By January 2015, the district will develop a comprehensive action plan to increase communications and enhance public relations with the community.

Related to:

- Mayberry District Goal 1
- Mayberry District Goal 2
- Standard III: Family & Community Engagement

Key Actions & Benchmarks:

- School and District websites to publicize current events (Aug 2013)
- Develop a district-wide email address contact list (Dec 2013)
- Superintendent's Corner cable TV show recorded monthly (Start August 2013)
- Web streaming of school committee meetings (Jan 2014)

SUPERINTENDENT GRIFFIN'S REQUIRED FOUR SMART GOALS

III. Superintendent SMART Goal (Student Learning Goal):

On the 2014 Accountability Data, the student group "All Students" at the elementary level will reach target Composite Performance Indices for Math.

Related to:

- Mayberry District Goal 3
- Standard I: Instructional Leadership
- Standard II: Management & Operations
- Standard IV: Professional Culture

Key Actions & Benchmarks:

- Elementary formative assessments in Math will be developed for implementation every six weeks throughout the 2013-14 school year (Sept 2013).
- Grade-level team meetings at the elementary level will focus on analysis of formative assessments to identify students in need of extra support in Math (Sept 13-April 2014).
- Elementary grade-level teams will review and finalize common priority standards (February 2014).

SUPERINTENDENT GRIFFIN'S REQUIRED FOUR SMART GOALS

IV. Superintendent SMART Goal (Professional Practice Goal):

During the 2013-2014 school year, I will manage my time effectively in order to conduct 2-3 walk-throughs per week with the principal of each building.

Related to:

- Mayberry District Goal 2
- Mayberry District Goal 3
- Standard I: Instructional Leadership
- Standard II: Management and Operations
- Standard IV: Professional Culture

Key Actions & Benchmarks:

- Beginning in September, visits will be scheduled on a month-by-month basis.
- Each visit will consist of classroom observations followed by a discussion of those observations with the building principal, citing the major elements that were observed.
- I will follow up with principals regarding how significant issues were addressed.
- Solicit feedback from principals about their perceptions of the usefulness of the walk-throughs and discussion of what was observed.
- Principals will provide end-of-the-year written feedback in order to refine the process for 2014-2015.

SUPERINTENDENT GRIFFIN'S FOUR GOALS/INDICATORS

1. District Goal 1:

Standard I: Instructional Leadership

- I-A -1. Standards-Based Unit Design, I-A-2. Lesson Development Support
- Indicator I-E. Data Informed Decision Making

2. District Goal 2:

Standard III: Family and Community Engagement

- III-A-1. Family Engagement, III-B-2. Family Collaboration, III-C-1. Two-way Communication

3. Student Learning Goal:

Standard I: Instructional Leadership

- I-B-2. Quality of Effort and Work, I-B-3. Diverse Learners' Needs, I-C-1. Variety of Assessments, I-C-2. Adjustment to Practice

Standard II: Management and Operations

- II-C-2. Time for Collaboration

Standard IV: Professional Culture

- IV-A-1. Commitment to High Standards

4. Professional Practice Goal:

Standard I: Instructional Leadership:

- I-D-2. Observations and Feedback

Standard II: Management and Operations:

- II-C-1. Time for Teaching and Learning

Standard IV: Professional Culture:

- Indicator IV-D. Continuous Learning

Additional Measures

When the discussion reached the School Committee, members felt that two other areas of the Superintendent's performance were critical to the success of the goals and of the district. So, they added one Indicator from the rubric that the Superintendent would be evaluated on:

Indicator II-E. Fiscal Systems

In addition, they created an additional Indicator under Professional Culture:

• IV-G: Relationship with School Committee:

Promotes a positive relationship with the School Committee to set an example of collaborative work throughout the district and to ensure that the Superintendent/School Committee leadership team focuses on student achievement and continuous improvement.

They also created the following four Descriptors:

• Unsatisfactory:

Does little to communicate and keep the Committee informed or to provide the Committee with relevant data and information for decision-making.

• Need Improvement:

Provides requested information to the Committee in a reactive manner and does little to support the Committee in efforts to make decisions that will move the district forward.

• Proficient:

Provides the Committee with data and information as requested and adheres to presentation schedule of year-long agenda. Ensures Committee is informed of important information in a timely, no surprises manner. Observes Operating Protocols.

• Exemplary:

Ensures Committee has information in a timely manner and provides well-reasoned recommendations to the Committee on actions to move the district forward. Facilitates good communications among all members of the governance team and between the Committee and district administrators. Is able to model this indicator.

Weighting

Decide if all Standards are weighted equally, or if some will be weighted more heavily than others.

In this instance, the subcommittee recommended to the Committee that 2 Standards - Instructional Leadership and Professional Practice be weighted more heavily than the other Standards. The subcommittee recommended that these two standards each be weighted at 30% and that the remaining two standards be weighted at 20%.

Summary

The School Committee decided which Indicators and Elements in the Superintendent Rubric related most closely to the Goals that had been voted by the Committee. In a couple of instances, they added an Indicator or Element that they felt was important to the success of the district. Lastly, they decided that two of the Standards would be weighted more heavily in evaluating the Superintendent because they were most critical to continuous improvement and student success.

TIMETABLE

The timetable for the evaluation is left to local discretion. Committees may decide, in consultation with the Superintendent, what timeframe makes the most sense. This may tie closely to election cycles, school year, fiscal year, etc. .

EVALUATION PREPARATION PROCESS

The Committee has some decisions, in consultation with the Superintendent, to make regarding such items as when and to whom to distribute the tool, how long members should have to fill in the tool, who will be the aggregator, how aggregate ratings will be determined, and what artifacts of evidence will be needed.

Artifacts of evidence

District Goal 1:

The Superintendent recommended the following artifacts:

- Completed Curriculum Mapping template, Complete 5-year Curriculum Review Plan, and Year 1 Curriculum Maps as outlined in the goal be provided to the School Committee

The School Committee asked for the following to be added to the list:

- Overview of curriculum mapping strategy, and Agendas of the Curriculum Council meetings

District Goal 2:

The Superintendent recommended the following artifacts:

- Correspondence to parents to encourage sign-up for e-mail list, DVDs of Superintendent's Corner cable shows, and Press release announcing web-streaming of School Committee meetings

The School Committee suggested that the Superintendent let them know the dates and topics of the cable shows rather than providing DVDs.

Student Learning Goal:

The Superintendent recommended the following artifacts:

- Dates of the elementary formative assessments, Results of the grade-level team meetings to analyze assessments and identify students in need of support, including percentages of students performing in each of three categories on the assessments: "Above Expectations," "At Expectations" and "Below Expectations." For students performing "Below Expectations," a summary of additional supports provided for these students to bring them up to the "At Expectations" level, and Progress report on Priority Standards.

Professional Practice Goal:

The Superintendent recommended the following artifacts:

- Log of walk-throughs detailing number and type of classrooms visited (i.e. elementary grade level or high school subject area), Written monthly summary of observations including, in general terms, areas of commendation and areas of concern.

The School Committee asked to be apprised of any observations that may have budgetary implications.

YEAR-LONG AGENDA

The Superintendent and Chair should craft a year-long agenda that should include, in addition to annual routine items, updates, evidence, and reports related to the evaluation process. The year-long agenda should then be brought before the Committee for review and approval.

Mid Cycle Review (Formative Assessment)

The Committee and Superintendent will meet at the mid-point of the review cycle to review progress goals and standards and make any adjustments. Adjustments may include such items as reallocation of resources, changes in expected outcomes, movement of deadlines, etc.

SUPERINTENDENT SUMMATIVE EVALUATION

When the time has come for the Committee members to complete the final evaluation there are a few items they should have to work with:

A Copy of the Superintendent's Self-Evaluation

A Portfolio of the agreed upon Evidence (either collected throughout the cycle or presented by the Superintendent to members with his self evaluation)

A copy of the Committee's Evaluation Instrument (with instructions)