Evaluating the Superintendent

Goal Alignment

Student Achievement

Teacher Goals

Administrator Goals

School Committee Goals   **Superintendent Goals**   School Improvement Plans

Overarching Goals (DIP)

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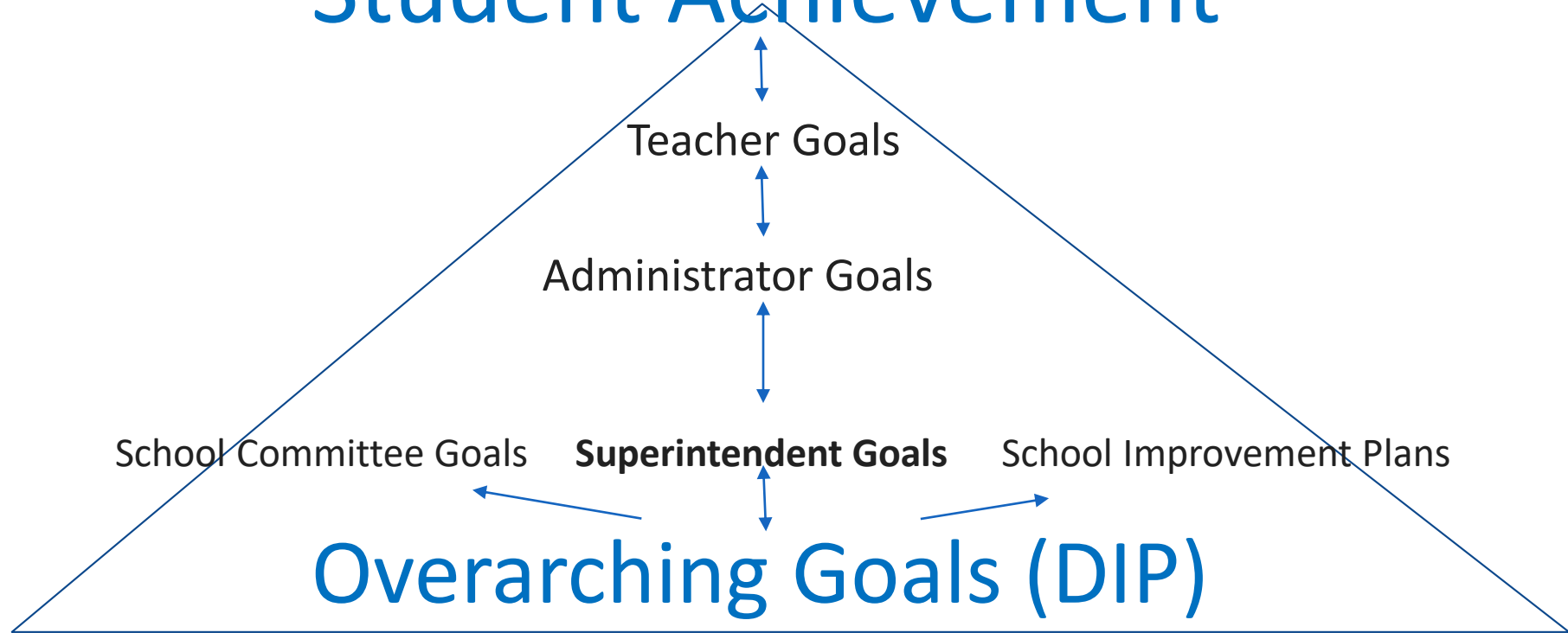
Superintendent Evaluation

- Part of the evaluation system for all educators
  - Makes educator evaluation more effective and linked to student achievement
  - Strategy for improving educator professional practice
  - Links multiple criteria to measuring educator success

- MA Board of Elementary and Secondary Education requires some elements

- All districts must implement

What We Need to Know About Superintendent Evaluation

- ✓ Requires greater attention to evaluation
- ✓ Components may be new to many school committees
- ✓ Annual evaluations are required in most cases
- ✓ A standard format must be used, with the flexibility to **adapt** tool to district needs

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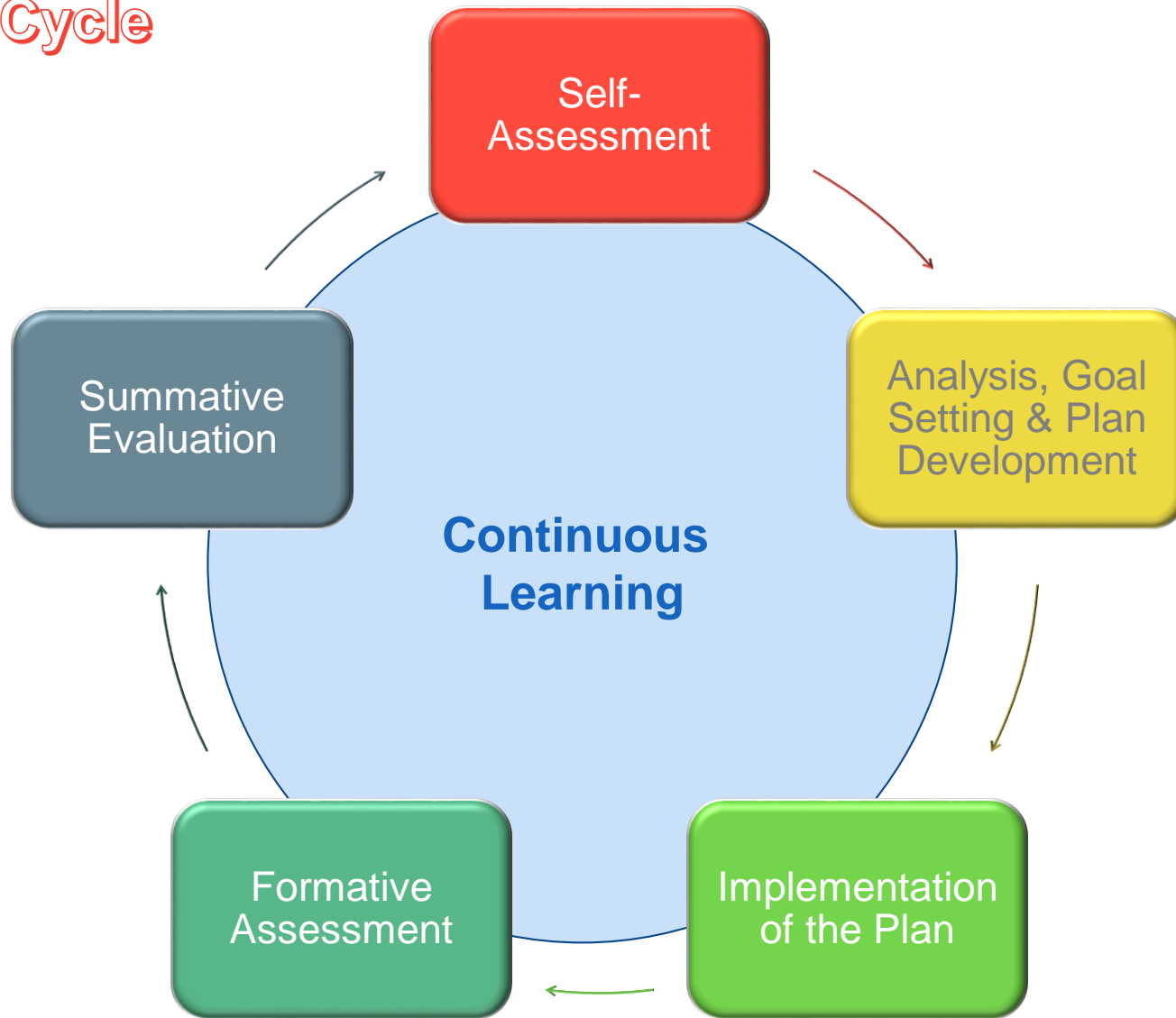
Three Key Components

1. Five step cycle
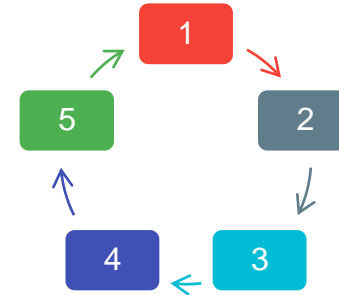
2. Two part tool

Part 1 - Goals

Part 2 - Standards

3. Multi-part Rating System

Evaluation Tool: Part 1

| SMART Goals	Goal Areas
✓**S**pecific * Strategic ✓**M**easurable ✓**A**ction-oriented ✓**R**igorous, Realistic & Result-focused ✓**T**imed & Tracked SMART Goals have: ✓Key Actions ✓Benchmarks	➤Professional Practice ➤Student Learning ➤District Improvement

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Evaluation Tool: Part 2

STANDARDS AND INDICATORS OF EFFECTIVE PROFESSIONAL PRACTICE

➢ Instructional Leadership

➢ Management and Operations

➢ Family & Community Engagement

➢ Professional Culture

Source: DESE Educator Evaluation Regulations

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Structure of the Rubric:
A Continuum of Professional Practice

Standard

↓

Indicator

↓

Element

↓

Descriptor

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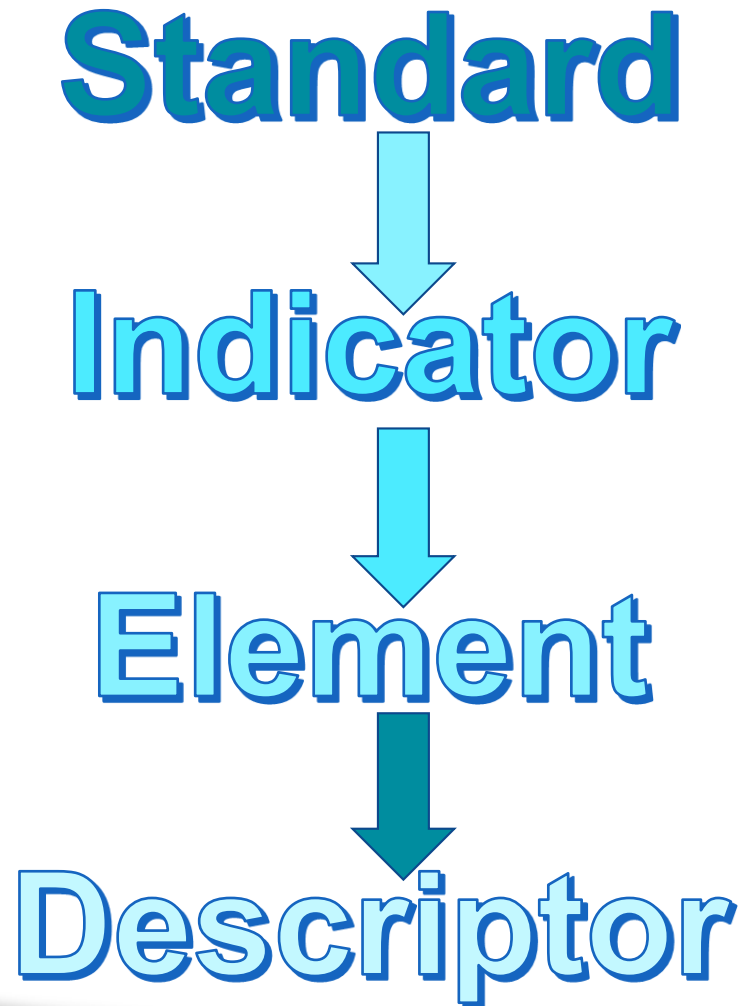
Standard I: Instructional Leadership

- Indicator I-A: Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.

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RATING SYSTEM

SUMMATIVE PERFORMANCE RATING ON:

GOALS:
- ✓ *Exceeded*
- ✓ *Met*
- ✓ *Significant Progress*
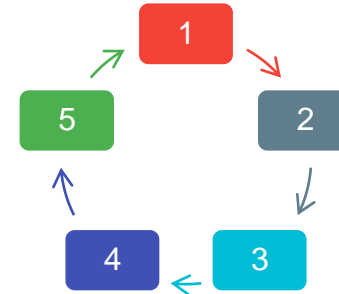- ✓ *Some Progress*
- ✓ *Did Not Meet*

STANDARDS:
- ✓ *Exemplary*
- ✓ *Proficient*
- ✓ *Needs Improvement*
- ✓ *Unsatisfactory*

OVERALL SUMMATIVE RATING: *Exemplary, Proficient, Needs Improvement, Unsatisfactory*

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Three Key Components

1. ## Five step cycle

   Self-Assessment, Goal Setting, Implementation, Mid-cycle Review

2. ## Two part tool

   SMART Goals & Performance Rubric

3. ## Multi-part Rating System

   Rating on Goals, Standards & Summative Rating

Part 1 - Goals

Part 2 - Standards

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How Does it Work?

Analysis, Goal Setting & Plan Development

STEP 1: Draft Superintendent Goals

- ✓ Work with the Superintendent
- ✓ Superintendent may recommend goals
- ✓ Consider using a subcommittee to begin work
- ✓ School Committee has final approval
- ✓ Remember – Goals should be SMART

Analysis, Goal Setting & Plan Development

Documents to consider:
- ✓ District Strategy
- ✓ School Improvement Plans
- ✓ Superintendent Self-Assessment

Wakefield Public Schools
Inspire the love of learning

Instructional Strategy 2017 - 2020

VISION
WPS graduates are confident, lifelong learners who are respectful and caring members of their community.

MISSION
To prepare students for college, career, and community by providing **rich and challenging curriculum**, **high quality instruction**, and educational experiences that meet their **individual needs and interests**.

Objectives	2017-18 Initiatives
Quality Teaching	1. Provide quality, meaningful feedback to all educators to foster continuous educator growth. 2. Offer job-embedded, collaborative, teacher-led professional development experiences, including PLCs, Learning Labs, and coaching. 3. Build the capacity of each school with five high-leverage instructional practices from Standard 2: Learning Expectations, Meeting Diverse Needs, Student Engagement, Checking for Understanding, and Growth Mindset.
Rigorous Curriculum	4. Implement consistent, high quality, standards-aligned curriculum and assessments in ELA, Math, and Science. 5. Review and research World Language frameworks and curriculum to make recommendations for 2018-19. 6. Integrate 21st c. digital learning tools to enrich and personalize the student learning experience.
Individualized Student Learning	7. Identify target Student Growth Measures to inform teaching and drive school and district goals. 8. Develop effective inclusive practices, using tiered strategies to meet the diverse academic and social/emotional needs of all students. 9. Implement new Social Emotional Health & Learning Strategy.

We recognize the importance of Instructional Leadership Teams at all levels of the system for their voice, ownership, and leadership in the effective implementation and outcomes of this Strategy.

CORE VALUES

*Our Clarity of Purpose: **Inspire the Love of Learning***
*Our Culture of Practice: **Respectful and Caring***

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Connection

Superintendent's goals are:

- Explicitly tied to district instructional strategy
- Focused, cohesive
- A multi-year framework

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Analysis, Goal Setting & Plan Development

Key Questions:

➢What will be the **OUTCOME** of each goal?

➢How will we know the **OUTCOME** has been achieved?

Outcomes

- Often confused with "outputs": did they accomplish the task?

- **Outcomes** = how will the actions/behaviors of people <u>change</u> or how will their performance <u>improve</u> as a result of an initiative?

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Example: Superintendent's goal to develop an effective PLC model

What is a Professional Learning Community?

- PLC is a term coined by educational research/practitioners Dufour, Dufour, & Eaker, to describe the collaborative work of educators as they analyze student performance to inform their professional practice. The emphasis is on collective inquiry, with the educator team generating <u>responsive strategies that improve learning and growth for all students</u>.

Output vs. Outcome

- Structures, systems, and practices in place?

Check. *This is an **output** – too often we stop there.*

- But how do we know if PLCs are using practices that actually make a difference for students?

*This is an **outcome** – this is where we need to seek evidence.*

In Wakefield, we are using two data collection tools to identify if PLC teams are engage in practices that directly impact student learning outcomes (7 stages of PLCs and High Performing PLCs rubric)

Create Evaluation Document

Work with Superintendent to draft goals
- ✓ Can use subcommittee to begin work
- ✓ School Committee has final approval

Identify Standards, Indicators and Elements from Rubric
- ✓ All Standards must be evaluated

Decide on Weighting of Standards

Discuss Artifacts of Evidence

Analysis, Goal Setting & Plan Development

STEP 2: Identify Standards, Indicators and Elements from the rubric

➢It is not necessary to evaluate every Standard, Indicator and Element

➢Pick a limited number of elements that are most related to the agreed-upon goals

➢Remember that every Standard must be evaluated

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Analysis, Goal Setting & Plan Development

STEP 3: Discuss Artifacts of Evidence

- ✓ What will help us understand the progress on the goal?
- ✓ What presentations during the year will help keep us informed?

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Evidence

- Multiple measures of student growth

- What artifacts or evidence, beyond test scores, can be used to demonstrate student learning and growth?

Example of what a data dashboard might look like with quantitative reading data

If we invest in **early childhood education** (Full Day Kindergarten), high quality, consistent, **standards-aligned curriculum** (Phonics, Reading, Writing), delivered with effective instructional practices, then, over a 5-year period, students will demonstrate **increasing growth and performance in Reading comprehension** and **Writing in Response to Reading.**


Percentage of Gr. 3 Students Meeting Reading/Writing Proficiency & Growth Targets
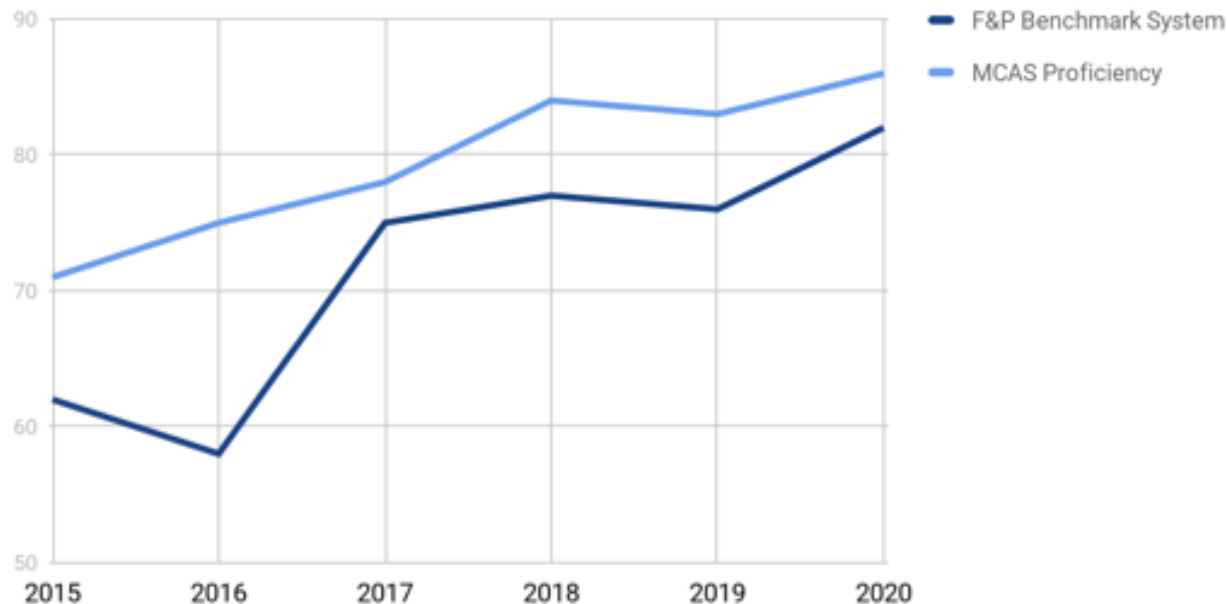
Example of what a data dashboard might look like with qualitative Math data

If we teach students to **verbally articulate their thinking in Math** and contribute to a group discussion, providing rationale with evidence, building on each other's ideas, questioning, and solving problems together, then our students will demonstrate **increasing readiness for college and career** as well as stronger growth and performance in **Mathematical reasoning.**

Percentage of Gr. 3 Students Meeting Math Discourse Proficiency & Growth Targets

Legend:
- — Dialogue/Discourse
- — Continuum of Math Norms
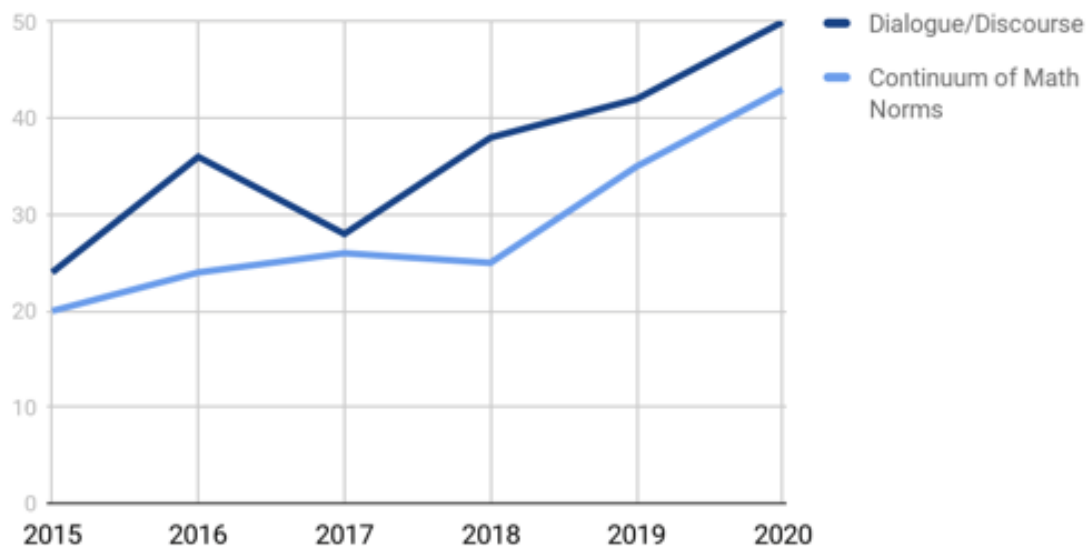
Document Development Checklist

✓ **Agree on Goals**
  ✓ Think about OUTCOMES

✓ **Agree on applicable Elements in Rubric**
  ✓ Not too many

✓ **Determine weighting of Standards**
  ✓ Does any area need special attention?

✓ **Discuss Evidence**
  ✓ What will help the Committee understand the work?

✓ **Create Year-Long Agenda**
  ✓ Monitor progress throughout the year, not just at the end

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Required vs. Optional

REQUIRED

➢4 SMART Goals in 3 areas
  ➢ District Improvement
  ➢ Student Learning
  ➢ Professional Practice

➢Ratings on all 4 Standards
  ➢ Instructional Leadership
  ➢ Management & Operations
  ➢ Family & Community Engagement
  ➢ Professional Culture

➢Overall Summative Rating

OPTIONAL

➢Do not need to use all Elements & Indicators

➢Can weight Standards differently

➢Timing of Evaluation cycle

➢How Evaluation is used

➢Process for completing evaluation

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Completing the Evaluation

1. Committee members complete individual evaluations
   - Superintendent self-assessment
   - Portfolio of evidence
   - Form to complete evaluation

2. Composite Evaluation prepared
   - Chair or Designee
   - Subcommittee
   - *Discuss process for preparation*

3. Discussed and voted on by full Committee at a public meeting

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DESE Links

- Superintendent Rubric:
  - http://www.doe.mass.edu/edeval/model/PartIII_AppxA.pdf

- Evaluation Form Template:
  - http://www.doe.mass.edu/edeval/resources/evalforms/EndCycle-SumEvalReport-supt.pdf