

**Wareham Public Schools
Superintendent Evaluation Form 2011 – 2012**

Superintendent Dr. Barry Rabinovitch

Evaluation period August 1, 2011 to July 31, 2012

School Committee Evaluator (check one)

<input type="checkbox"/>	Rhonda Veugen	Vice Chairman
<input type="checkbox"/>	Clifford Sylvia	Secretary
<input checked="" type="checkbox"/>	Geoffrey Swett	Chairman
<input type="checkbox"/>	Kenneth Fontes	
<input type="checkbox"/>	Michael Flaherty	

Rating Scale:

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Salary Incentive Scale

Overall Rating – The overall rating is an average of all committee member evaluations.

<u>Rating</u>	<u>Point Scale</u>	<u>Dollar Increase</u>
4 – Outstanding	90-----100	\$5,000
3 – Very Good	80-----89	\$4,000
2 – Satisfactory	65-----79	\$3,000
1 - Needs Improvement	51-----64	\$ 0
0 – Unacceptable	0 -----50	\$ 0

Total Evaluation Score breakdown

Maximum total points 100

Goals and Objectives	60 points Maximum	32 Points
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General Responsibilities*	40 points Maximum	27.5 Points
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** There are a possible 160 points in this section with a divisor of (4) which would calculate a max total of 40 points.*

Total Points	59.5 Points
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Based on the evaluation system above the Superintendent is eligible for an increase of

\$



Geoffrey Swett, Chairman, Wareham School Committee



Date

Goals and Objectives

Goals and Objectives are agreed upon between the Superintendent of Schools and the Wareham School Committee as part of the prior year's evaluation or at the time the position is accepted. Goals and Objectives must be specifically related to the evaluation period and non – recurring in nature.

	Outstanding	Very Good	Satisfactory	Needs Improvement	Unacceptable
Points -	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2

GOALS:

***Weight X Points / 10 = Score**

- | | |
|---|------------------------|
| 1. - Based on the assessment of need and district readiness and resulting design, the district will provide training for all educators and Administrators and rollout a Response to Intervention framework for ELA in grades K-6 and assess its effectiveness during the rollout process.
- Provide a system of integrated programs and curriculum with rigorous expectations that maximizes proficiency in all core subject areas and closes the achievement gap for all students | 25 X <u>4</u> /10 = 10 |
| 2. Expand the partnership and involvement between parents and the school community in all aspects of the Educational process; including but not limited to direct involvement at the school building and as true partners in the education of their children at home. | 20 X <u>6</u> /10 = 12 |
| 3. Expand the application and integration of technology to improve learning, instruction, and the organization of the school community. | 10 X <u>6</u> /10 = 6 |
| 4. Procure sustainable resources necessary to provide an excellent learning experience | 5 X <u>8</u> /10 = 4 |

Goals and Objectives Total

Score Total = 32

***Weight Total must add up to 60 and individual goal weights must be the same for all School Committee members and approved by a vote of the School Committee with the approval of the goals.**

Comments:

Goal #1: Student achievement, as measured by the MCAS CPI, has been flat for the four years of Dr. Rabinovitch's tenure as Superintendent. While the overall educational experience suffers from the absence of resources in some key areas, student learning is primarily a function of the quality of instruction, even in the absence of sufficient parental involvement. There has been insufficient accountability for what happens in the classroom. SEE ADDENDUM

Goal #2: As the chief education officer of the Town, a large part of the responsibility for community, and parents in particular, support of the schools falls to the Superintendent. Taxpayers must see the value of their investment as reflected in not only absolute achievement but annual growth (SGP, which is below average and declining) and improvement in dropout rates (getting worse), which is a measure of student engagement with the schools.

Goal #3: Technology in the schools can be used in many ways: to enhance the efficiency of assessment which can alter curriculum and methods of instruction to the source of the instruction itself as online, internet-based instruction is already doing for millions of students around the world. Given the overall less than satisfactory results in Wareham schools, it may be time to turn learning "on its head" and make the teacher a coach and the computer the instructor.

Goal #4: The State and the citizens of Wareham have created serious resource constraints for our public schools which are likely to be exacerbated in the near future by continued mandated spending on special education and the rising and disproportionate percentage of school budgets devoted to employee health insurance. The Superintendent has limited impact on the total amount but has allocated what resources he has well.

(Use backside of this paper if additional comment space is needed)

Wareham Public Schools Superintendent Evaluation Form 2011 – 2012

Addendum to Comments on Goal #1:

The Superintendent suggested during his self-evaluation that education is in the middle of a paradigm shift. I agree and believe it is all about how much value is added by administration, teachers, and parents.

First, and most directly related to the Superintendent's role as the educational leader of the Town, is the willingness of District administration to hold teachers accountable for the quality and impact of their efforts in the classroom. The paradigm shift is that it is no longer acceptable to not differentiate between the performances of teachers. Legislation has passed, regulations have been written, contracts have been renegotiated, and training has taken place all with the intention that management will provide the support necessary to increase teacher effectiveness and confront poor performance. In Wareham, in recognition that this support must be frequent and timely, additional resources have been provided to make this happen. Despite the Superintendent's philosophical belief in the importance of this new level of accountability, his superior intellect, education, and experience, and the stagnation of the achievement results of Wareham students, the vast majority of teachers are still rated proficient in all areas. Principals know that this is not true and individual teachers are aware that improvement in some areas is needed. Ironically, even exemplary performance is not well recognized apparently for fear that accolades will somehow negatively impact the educational environment. The end result is that the education of our children in Wareham and, indeed, across the country, is being sacrificed on the altar of collegiality.

The second and related paradigm shift is the manner in which teachers are evaluated. In Massachusetts and across the country the frustration with perfunctory and almost 100% proficiency ratings of teachers has shifted the focus from evaluations based on observations to those based on standardized test results. The new paradigm is that a significant portion of an evaluation rating will be determined by these results and can potentially lead to the dismissal of a teacher. It is my view that this overdependence on test results is bad for teachers, worse for students, and the direct result of administration failure to effectively and frequently observe and evaluate classroom teachers. How would you like to be a Florida music teacher whose performance rating is dependent upon the data generated by English and Math teacher test results? Management's reluctance to constructively confront inferior performance and applaud superior instruction has forced legislators and business leaders to advocate for a system that gives only the appearance of objectivity. In reality, excessive use of data will stifle individual creativity, reduce the quality of people who choose teaching as a profession, increase the potential for cheating scandals (e.g. Atlanta), and have untended consequences that will ultimately hurt students and the educational environment.

Finally, the last paradigm shift is that individuals, regardless of the extraordinary history and wealth of the country into which they were born, must earn their standards of living based on how much value they add to their employers or communities. Entitlements, even those that appear constitutionally mandated, are being reduced as the ability and willingness of taxpayers to fund them and subsidize the life styles of others are eroded by lower real wages. Adults and, more importantly, their children are now confronted with a world that is "hypercompetitive"; where modern communication has competitors for jobs and standards of living coming from almost every country around the world. Skills will differentiate people from other applicants and our children will face an almost hopeless task to achieve professional success and adult independence without the education to develop them.

General Responsibilities

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Relationship with the School Committee

- | | |
|--|---|
| 1. Keeps the School Committee informed on issues, needs and the operation of the school system | 3 |
| 2. Offers professional advice to the School Committee on items requiring committee action with appropriate recommendations based on thorough study and analysis. | 2 |
| 3. Interprets, supports and executes the intent of all School Committee policy. | 3 |
| 4. Seeks and accepts constructive criticism of his/her work. | 2 |
| 5. Has a professional working relationship with the School Committee | 3 |

Sub total points (Relationship with the School Committee)

13/20

Additional Comments: The stalled academic achievement of District students and public criticism of the money spent in support of schools has made increased School Committee involvement in operations almost inevitable. This is not always well received or even necessarily fruitful but will likely continue until academic results improve.

Community Relationships

- | | |
|---|---|
| 1. Maintains community respect and support for the School District. | 1 |
| 2. Considers problems and opinions of all groups and individuals. | 2 |
| 3. Develops friendly and cooperative relationship with news media. | 3 |
| 4. Actively recruits and utilizes community input. | 2 |

Sub total points (Community Relationships)

8/16

Additional Comments: Prior to the override and debt exclusion, I would have said that community support for the schools was acceptable. The unwillingness to support even small amounts of money to guarantee even the integrity of school buildings suggests the problems with community relationships are greater than simply strained family budgets.

Staff and Personnel Relationships

- | | |
|--|---|
| 1. Develops and executes sound personnel procedures and practices. | 2 |
| 2. Develops good staff morale and loyalty to the School District. | 3 |
| 3. Treats all personnel fairly while insisting on performance of duties. | 2 |
| 4. Delegates authority to staff members appropriate to the position each holds. | 2 |
| 5. Recruits and assigns the most qualified personnel in terms of their competencies. | 3 |

- | | |
|--|---|
| 6. Encourages participation of staff members and groups in planning, procedures and policy interpretations. | 3 |
| 7. Evaluates participation of appropriate staff members and groups in planning, procedures & policy interpretations. | 3 |
| 8. Takes an active role in development of salary schedules for all personnel and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interest of the School District. | 3 |

Sub total points (Staff and Personnel Relationships)

21/32

Additional Comments: It appears that the Superintendent views the District as the equivalent of a large ship that can only be turned very slowly without risking excessive trauma. This School Committee member believes the time for patience is over and that the risk of "capsizing" is less than the consequences of continued failure to improve academic results.

Educational Leadership

- | | |
|--|---|
| 1. Maintains liaison with state and federal legislators in effort to accomplish legislation beneficial for the School District. | 3 |
| 2. Understands and keeps informed regarding all aspects of the instructional program. | 4 |
| 3. Maintains active membership in professional organizations. | 3 |
| 4. Is resourceful in visualizing and analyzing new ideas, methods and products and participates with staff, School Committee, and the community in studying and developing curriculum improvement. | 3 |
| 5. Organizes a planned program of staff evaluation and improvement. | 2 |
| 6. Provides effective procedures in curriculum development, utilizing the abilities and talents of professional staff, as appropriate. | 3 |
| 7. Inspires others to achieve the highest professional standards. | 3 |
| 8. Has a firm belief that the public schools are operated for the benefit of the children, not for the School Committee, administrators, teachers, or parents. | 3 |
| 9. Ensures that all schools meet minimum proficiency standards on federal and state mandated student achievement tests. | 1 |

Sub total points (Educational Leadership)

25/36

Additional Comments: As referenced in my addendum comments related to Goal #1 (Student Achievement) and as confirmed by the Director of Curriculum and Instruction (DCI) in comments before the School Committee, District management has the capacity to differentiate between the performances of our teachers but lacks the will (is "too nice"...). This inhibits the growth of our young teachers, creates cynicism on the part of superior performers, and allows veteran teachers to "coast" into retirement. That is not educational leadership in the best interests of students.

Business and Finance

- | | |
|--|---|
| 1. Keeps informed on needs of the school program, facilities, equipment, and supplies. | 3 |
| 2. Supervises operations, insisting on competent and efficient performance. | 3 |
| 3. Determines that funds are spent wisely and that adequate control and accounting are maintained. | 4 |
| 4. Evaluates financial needs and makes recommendations for adequate financing. | 3 |

Sub total points (Business and Finance)

13/16

Additional Comments: This is one of the strengths of our Superintendent and one of this School Committee member's concerns. Future retirements will create a lack of experience in this area and will necessitate the hiring of a strong school business professional to maintain the current high performance in this area.

Personal Qualities

- | | |
|--|---|
| 1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. | 3 |
| 2. Earns respect and standing among his/her professional colleagues. | 3 |
| 3. Demonstrates the ability to work well with individuals and groups. | 3 |
| 4. Exercises sound professional judgment and effective processes in arriving at decisions. | 3 |
| 5. Possesses and maintains the health and energy necessary to meet the responsibilities of the position. | 3 |
| 6. Maintains poise and emotional stability in the full range of his/her professional activities. | 3 |
| 7. Communicates effectively in dealing with staff members, the School Committee, and the public. | 3 |
| 8. Completes tasks in a timely manner, possessing good management skills. | 3 |
| 9. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events. | 3 |
| 10. Maintains his/her professional development by reading, conference attendance, and work on professional committees, visiting other districts, and meeting with other superintendents. | 3 |

Sub total points (General Responsibilities)

30/40

Additional Comments: This is an outstanding educator who has provided outstanding service to the children of Massachusetts for decades. None of the comments in this evaluation should be allowed to diminish that contribution. Our Superintendent suffers from the fact that expectations have, by necessity as a result of the previously mentioned international competition, been dramatically raised, resources, as a result of an inferior economy, have not kept pace with the needs of the District, parents in increasing numbers have abdicated the responsibility to make education a top priority for their children, and the educational "buck stops" with the Superintendent.

**Wareham Public Schools
Superintendent Evaluation Form 2011 – 2012**

Superintendent: Dr. Barry Rabinovitch

Evaluation period 8/1/2011 to 7/31/2012

School Committee Evaluator (check one)

<input checked="" type="checkbox"/>	Rhonda Veugen	Secretary
<input type="checkbox"/>	Clifford Sylvia	Vice Chairman
<input type="checkbox"/>	Geoffrey Swett	Chairman
<input type="checkbox"/>	Kenneth Fontes	
<input type="checkbox"/>	Michael Flaherty	

Rating Scale:

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Salary Incentive Scale

Overall Rating – The overall rating is an average of all committee member evaluation forms.

<u>Rating</u>	<u>Point Scale</u>	<u>Dollar Increase</u>
4 – Outstanding	90-----100	\$5,000
3 – Very Good	80-----89	\$4,000
2 – Satisfactory	65-----79	\$3,000
1 - Needs Improvement	51-----64	\$ 0
0 – Unacceptable	0 -----50	\$ 0

Total Evaluation Score breakdown

Maximum total points 100

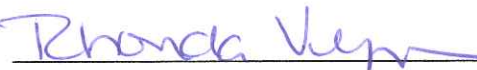
Goals and Objectives	60 points Maximum	34.25
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General Responsibilities*	40 points Maximum	29.25
----------------------------------	--------------------------	--------------

** There are a possible 160 points in this section with a divisor of (4) which would calculate a max total of 40 points.*

Total Points	63.5
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Based on the evaluation system above the Superintendent is eligible for an increase of \$


Rhonda Veugen, Vice-Chairman, Wareham School Committee

10-3-12
Date

Goals and Objectives

Goals and Objectives are agreed upon between the Superintendent of Schools and the Wareham School Committee as part of the prior year's evaluation or at the time the position is accepted. Goals and Objectives must be specifically related to the evaluation period and non – recurring in nature.

	Outstanding	Very Good	Satisfactory	Needs Improvement	Unacceptable
Points -	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2

GOALS:

***Weight X Points / 10 = Score**

1.	Student Performance	25 X 4.5 / 10 = 11.25
2.	Technology	10 X 7 / 10 = 7
3.	Expand partnership and involvement between parents and schools	20 X 6 / 10 = 12
4.	Procure sustainable resources	5 X 8 / 10 = 4

Goals and Objectives Total

Score Total 34.25

***Weight Total must add up to 60 and individual goal weights must be the same for all School Committee members and approved by a vote of the School Committee with the approval of the goals.**

Additional Comments:

1A - Comments: Concern that I have is that any action listed on a goal sheet should improve student performance. Like I expressed when the goals were first presented, training is part of what helps you achieve a goal. Having the right people in place, supervision/oversight and, instruction and assessment are others. In this case I looked at what the overall goal was which was to improve student achievement and this was not accomplished. Hopefully the training will show results next year. I gave a 6 for this part of the goal.

1B - Comments: The main section of the goal I looked at was in the last sentence, "...closes the achievement gap for all students". This was not achieved and in some cases the achievement gap actually widened. Today, Wareham has a much larger gap to overcome by 2017. I gave a 3 for this part of the goal which averages the entire goal to a 4.5.

2 - Comments: 1) I think the district is doing a great job with the resources it has. One of my favorite meetings of the year was when the students/teachers came in to present their experiences instruction/learning on the Ipad. Nice job with implementing this pilot program and trying to move the district into the future of learning. 2) I was disappointed that we were unable to roll out Powerschools to Elementary parents but I understand that this is another resource issues. 3) Where

I would like to see improvement is the encouragement of teachers to use email as a communication tool with parents. I speak to many parents in the district who have concerns around the current forms of communication with their child's teacher (phone call during scheduled times, appointment during working hours, etc.). Email is a widely used form of communication and is a quick way for parents and teachers to immediately communicate issues, concerns and successes of a particular child. 4) Improvements to our website. It's been stated several times that parents have a difficult time finding information online. Forming a technology committee and obtaining free resources should be a priority. I gave a 7 for this part of the goal.

3 – Comments: The main purpose of this goal is to “expand the **partnership and involvement** between parents and the school community”. Communication is key but, the main indicators of success should be seeing increases in parent volunteers in our schools and classrooms, larger numbers at PTA's, Principal coffees, SC meetings, etc as well as additional programs/resources coming in to our schools from the community. I gave a 6 for this part of the goal.

4 – Comments: I commend the Superintendent for his continued fight to bring more resources into our district. The debt exclusions as well as override were a bold move in these hard economic times. Even though not successful, the Superintendent continues to find innovative ways to run a district which is underfunded. I gave an 8 for this part of the goal.

General Responsibilities

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Relationship with the School Committee:

- | | |
|--|---|
| 1. Keeps the School Committee informed on issues, needs and the operation of the school system | 4 |
| 2. Offers professional advice to the School Committee on items requiring committee action with appropriate Recommendations based on thorough study and analysis. | 3 |
| 3. Interprets, supports and executes the intent of all School Committee policy. | 3 |
| 4. Seeks and accepts constructive criticism of his/her work. | 3 |
| 5. Has a professional working relationship with the School Committee | 4 |

Sub total points (Relationship with the School Committee)

17

Additional Comments:

I continued to be pleased with the relationship the Superintendent has with the SC. I think he keeps us well informed around the needs of the district and I feel that I can go to him with any concerns I have. I think with any district that has the challenges Wareham has, you need to be open to many different opinions and work collectively and make concessions to achieve a greater goal.

Community Relationships

- | | |
|---|---|
| 1. Maintains community respect and support for the School District. | 2 |
| 2. Considers problems and opinions of all groups and individuals. | 3 |

- | | |
|--|---|
| 3. Develops friendly and cooperative relationship with news media. | 2 |
| 4. Actively recruits and utilizes community input. | 2 |

Sub total points (Community Relationships)

89

Additional Comments:

I feel the district is failing with it comes to maintaining positive community relationships. In addition to the Superintendent, the SC and Administrators need to play a more active role in turning community support and involvement around for the benefit of the children in our district.

Staff and Personnel Relationships

- | | |
|--|---|
| 1. Develops and executes sound personnel procedures and practices. | 3 |
| 2. Develops good staff morale and loyalty to the School District. | 2 |
| 3. Treats all personnel fairly while insisting on performance of duties. | 3 |
| 4. Delegates authority to staff members appropriate to the position each holds. | 3 |
| 5. Recruits and assigns the most qualified personnel in terms of their competencies. | 2 |
| 6. Encourages participation of staff members and groups in planning, procedures and policy interpretations. | 3 |
| 7. Evaluates participation of appropriate staff members and groups in planning, procedures & policy interpretations. | 3 |
| 8. Takes an active role in development of salary schedules for all personnel and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interest of the School District. | 3 |

Sub total points (Staff and Personnel Relationships)

22

Additional Comments:

Looking forward to seeing results of the addition of IL's. Greater attention needs to be paid by administrators to the leaders and mentors assigned to these positions and evaluating their effectiveness. Great job in moving the evaluation tool to a place where it will be put into practice. I think it will be an asset to providing educators with expected benchmarks of success.

Educational Leadership

- | | |
|--|---|
| 1. Maintains liaison with state and federal legislators in effort to accomplish legislation beneficial for the School District. | 3 |
| 2. Understands and keeps informed regarding all aspects of the instructional program. | 3 |
| 3. Maintains active membership in professional organizations. | 3 |
| 4. Is resourceful in visualizing and analyzing new ideas, methods and products and participates with staff, School Committee, and the community in studying and developing curriculum improvement. | 3 |

- | | |
|--|---|
| 5. Organizes a planned program of staff evaluation and improvement. | 2 |
| 6. Provides effective procedures in curriculum development, utilizing the abilities and talents of professional staff, as appropriate. | 3 |
| 7. Inspires others to achieve the highest professional standards. | 2 |
| 8. Has a firm belief that the public schools are operated for the benefit of the children, not for the School Committee, administrators, teachers, or parents. | 4 |
| 9. Ensures that all schools meet minimum proficiency standards on federal and state mandated student achievement tests. | 1 |

Sub total points (Educational Leadership)

25/24

Additional Comments:

The Superintendent maintains a strong relationship with legislatures, state officers as well as state organizations. He also stays well aware of state mandated programs and how they affect the district. Unfortunately our students continue to perform below state average so improvement can be made in this area.

Business and Finance

- | | |
|--|---|
| 1. Keeps informed on needs of the school program, facilities, equipment, and supplies. | 3 |
| 2. Supervises operations, insisting on competent and efficient performance. | 3 |
| 3. Determines that funds are spent wisely and that adequate control and accounting are maintained. | 3 |
| 4. Evaluates financial needs and makes recommendations for adequate financing. | 3 |

Sub total points (Business and Finance)

12

Additional Comments:

I think the Superintendent does a very good job at managing the finances of the district. The only place where I would like to see improvement is communicating to the SC and the district grant funded programs and their effectiveness in improving student achievement. This is probably already happening but, if a program does not show documented, measurable results in test scores, SGP and/or achievement, we should not seek its grant funding the following year.

Personal Qualities

- | | |
|---|---|
| 1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. | 4 |
| 2. Earns respect and standing among his/her professional colleagues. | 3 |
| 3. Demonstrates the ability to work well with individuals and groups. | 3 |
| 4. Exercises sound professional judgment and effective processes in arriving at decisions. | 3 |

5. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.	3
6. Maintains poise and emotional stability in the full range of his/her professional activities.	3
7. Communicates effectively in dealing with staff members, the School Committee, and the public.	4
8. Completes tasks in a timely manner, possessing good management skills.	3
9. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events.	3
10. Maintains his/her professional development by reading, conference attendance, and work on professional committees, visiting other districts, and meeting with other superintendents.	4
Sub total points (General Responsibilities)	33

Additional Comments:

Personally I think the Superintendent shows great integrity, caring for the district and most importantly brings a wealth of knowledge and experience. This has been a hard year for the district...

2011 – 2012 Superintendent Evaluation

September 28, 2012

Dear Dr. Rabinovitch,

As I prepare to submit my evaluation of your performance, I do so under the following context.

- The FY12 school year began with 8 less teachers at the Wareham Middle School.
- The Wareham Teachers Union negotiated a zero percent raise for themselves for that year.
- At the High School, those same teachers committed to 20% more work by replacing study periods with teaching periods.
- The year ended with pink slips handed out to 21 additional teachers spread among the High School, The Decas Elementary School, and the Minot Forest Elementary School.
- On the day of your self-evaluation, I think the Chairman of the School Committee put it best. When presented with the graph entitled, WPS District Trends, he commented: *"It is true that we are not making progress, but anybody looking at that chart would have to say, 'And we're not likely to make progress'."*

These economic and situational realities are the prism that I must use when scoring your evaluation. You might consider that unfair, but I think you will also agree that these are unfair times. We need to raise the bar for everyone and I am guided somewhat by your own assertion found on your self-evaluation that, *"[You] never ask any staff to do anything that [you] wouldn't do"*.

I respect that.

Sincerely,



Michael Flaherty

Wareham, School Committee Member

**Wareham Public Schools
Superintendent Evaluation Form 2011 – 2012**

Superintendent Dr. Barry Rabinovitch Evaluation period 2011 to 2012

School Committee Evaluator (check one)

<input type="checkbox"/> Rhonda Veugen	Vice Chairman
<input type="checkbox"/> Clifford Sylvia	Secretary
<input type="checkbox"/> Geoffrey Swett	Chairman
<input type="checkbox"/> Kenneth Fontes	
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Rating Scale:

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Salary Incentive Scale

Overall Rating – This overall rating is an average of all committee member evaluation forms.

<u>Rating</u>	<u>Point Scale</u>	<u>Dollar Increase</u>
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2 – Satisfactory	65-----79	\$3,000
1 - Needs Improvement	51-----64	\$ 0
0 – Unacceptable	0 -----50	\$ 0

Total Evaluation Score breakdown

Maximum total points 100

Goals and Objectives 60 points Maximum 37

General Responsibilities* 40 points Maximum 25.5

* There are a possible 160 points in this section with a divisor of (4) which would calculate a max total of 40 points.

Total Points 62.5

Based on the evaluation system above the Superintendent is eligible for an increase of \$

Michael Flaherty
~~Geoffrey Swett, Chairman~~ Wareham School Committee
MICHAEL FLAHERTY

9/28/2012
Date

Dr. Barry Rabinovitch, Superintendent Wareham Public Schools

Date

Goals and Objectives

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Points -	Outstanding 9 - 10	Very Good 7 - 8	Satisfactory 5 - 6	Needs Improvement 3 - 4	Unacceptable 0 - 2
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GOALS:

***Weight X Points / 10 = Score**

- | | | |
|----|--|--|
| 1. | | $\underline{\quad 25 \quad} \times \underline{\quad} / 10 =$
$\underline{\quad 16 \quad}$ |
| 2. | | $\underline{\quad 20 \quad} \times \underline{\quad} / 10 =$
$\underline{\quad 12 \quad}$ |
| 3. | | $\underline{\quad 10 \quad} \times \underline{\quad} / 10 =$
$\underline{\quad 5 \quad}$ |
| 4. | | $\underline{\quad 5 \quad} \times \underline{\quad} / 10 =$
$\underline{\quad 4 \quad}$ |
| 5. | | $\underline{\quad} \times \underline{\quad} / 10 =$
$\underline{\quad}$ |
| 6. | | $\underline{\quad} \times \underline{\quad} / 10 =$
$\underline{\quad}$ |

Goals and Objectives Total

Score Total 37

***Weight Total must add up to 60 and individual goal weights must be the same for all School Committee members and approved by a vote of the School Committee with the approval of the goals.**

Additional Comments:

(Use backside of this paper if additional comment space is needed)

General Responsibilities

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Relationship with the School Committee:

1. Keeps the School Committee informed on issues, needs and the operation of the school system __3__
2. Offers professional advice to the School Committee on items requiring committee action with appropriate Recommendations based on thorough study and analysis. __3__
3. Interprets, supports and executes the intent of all School Committee policy. __2__
4. Seeks and accepts constructive criticism of his/her work. __2__
5. Has a professional working relationship with the School Committee __3__

Sub total points (Relationship with the School Committee)

__13__

Additional Comments:

Item #4) The evidence you offer to support your claim of seeking/accepting constructive criticism is that you attend weekly meetings with the Chair of the School Committee. The other members of the School Committee are not in attendance at those meetings, so we have no idea what is discussed during them. That said, it has been my experience that you do not actively seek out constructive criticism. However, when you do receive unsolicited constructive criticism, I do think that you receive it well whether or not you agree with it. As you mentioned elsewhere in your self-evaluation, I agree with you that you are able to disagree without being disagreeable.

Community Relationships

1. Maintains community respect and support for the School District. __2__
2. Considers problems and opinions of all groups and individuals. __2__
3. Develops friendly and cooperative relationship with news media. __1__
4. Actively recruits and utilizes community input. __3__

Sub total points (Community Relationships)

__8__

Additional Comments:

Item #1) It is clear that you have the support of those who have a direct interest in our schools (parents and teachers). This was evident at Town Meeting where the override and debt exclusions sailed through with more than the needed 2/3 majority. However, you have an enormous and undeniable gap with the general electorate as evidenced with the election

this past July where those ballot questions lost by 2-1 margins. These are not nameless and faceless bloggers, but rather real and registered voters.

Item #3) In the comments of your self-evaluation, you state that all legitimate reporters know that you will respond to their requests for information. I think it is fair to say that the Standard Times is one of the most legitimate newspapers that services the Wareham area. I am in receipt of their recent request for salary information of Wareham School District staff. You have since stated that you took issue with the fact that they might publish the requested salary information in their paper. Based on that personal disagreement with the use of that information, you refused to comment to the Times' questions regarding MCAS scores. While you are certainly entitled to not comment on anything you don't wish to, a simple "No Comment" from you would suffice in almost any case. On the other hand, to blatantly refuse to give comment on Wareham's MCAS scores as a means of what I view as retaliation against that newspaper is frankly eye opening. Many parents in the community rely on that paper for their information. Now I must question your relationship with all of the other legitimate media outlets that service our town and I will be following up with them directly.

Staff and Personnel Relationships

- | | |
|--|---|
| 1. Develops and executes sound personnel procedures and practices. | 3 |
| 2. Develops good staff morale and loyalty to the School District. | 2 |
| 3. Treats all personnel fairly while insisting on performance of duties. | 4 |
| 4. Delegates authority to staff members appropriate to the position each holds. | 3 |
| 5. Recruits and assigns the most qualified personnel in terms of their competencies. | 2 |
| 6. Encourages participation of staff members and groups in planning, procedures and policy interpretations. | 3 |
| 7. Evaluates participation of appropriate staff members and groups in planning, procedures & policy interpretations. | 2 |
| 8. Takes an active role in development of salary schedules for all personnel and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interest of the School District. | 3 |

Sub total points (Staff and Personnel Relationships) 22

Additional Comments:

All Items) The scores I provided here are based on over a dozen direct conversations I have had with teachers and other staff. The response was mixed. I erred on the side of positive.

Item #3) This is an area where you really shine. Unfortunately, I can not elaborate on it as much as I would like to in a public document such as this because I base much of the score here on my observations during Executive Sessions. I put much stock in certain 3rd party reports by those who are required to have no bias. I am comfortable concluding that you represent the Wareham Public Schools well in this context. You do your homework. You cross your "T"s and dot your "I"s. Your preparedness and professionalism have been demonstrably proven beyond reproach in this area.

Item #4) You are not one to micro manage, which is good. However, there have been missed opportunities delegate where appropriate and leverage the strengths of the District's principals. For example, I am reminded of a School Committee

meeting where I suggested that perhaps it should be the Principal of the Wareham High School to make the case for a new gym roof on Town Meeting floor. The response from the SC Chair was that you were perfectly capable of advocating for it on your own. While I do wholeheartedly agree with that assessment, it missed the point. For lack of a better word, you are "overexposed". The Superintendent of any District is naturally at the forefront of controversial efforts that compete with municipal interests. That is just part of the job. This year, however, presented more than its fair share of speaking opportunities on hyper-polarizing issues due to the Proposition 2 ½ operational override and debt exclusions. This School Committee member believes there were many missed opportunities for you to delegate much of that speaking to school Principals within the District who are more personally known (and liked) among the community and who would be the most affected by the outcome of those votes. For example, at Town Meeting and meetings with the Board of Selectmen, it should have been you AND the Principal of the High School making the case for a new gym roof. It should have been you AND the Principal of the Minot Forest Elementary School making the case for the feasibility study. It should have been you AND all Principals making the case for re-hiring teachers and acquiring sorely needed textbooks. Instead, it was essentially just you (along with the SC) who made the case for everything on your/our own.

Educational Leadership

1. Maintains liaison with state and federal legislators in effort to accomplish legislation beneficial for the School District. ___3___
2. Understands and keeps informed regarding all aspects of the instructional program. ___3___
3. Maintains active membership in professional organizations. ___3___
4. Is resourceful in visualizing and analyzing new ideas, methods and products and participates with staff, School Committee, and the community in studying and developing curriculum improvement. ___3___
5. Organizes a planned program of staff evaluation and improvement. ___3___
6. Provides effective procedures in curriculum development, utilizing the abilities and talents of professional staff, as appropriate. ___2___
7. Inspires others to achieve the highest professional standards. ___2___

Educational Leadership cont.

8. Has a firm belief that the public schools are operated for the benefit of the children, not for the School Committee, administrators, teachers, or parents. ___1___
9. Ensures that all schools meet minimum proficiency standards on federal and state mandated student achievement tests. ___0___

Sub total points (Educational Leadership) **___20___**

Additional Comments:

Item #8) It has long been the perception among townspeople that within the Wareham Public School system there are a handful of employees toward the very top of the pay scale who are immune from sharing in financial sacrifices when necessary. Given the context provided in my opening statements, it is fair to say that this is demonstrable reality. As a School Committee member I only have purview over one of those positions – the Superintendent. I can only help set the tone at the top and hope that he ensures others near him hear it too.

Item #9) To directly quote the Curriculum Director after she gave her presentation regarding the latest MCAS scores, *"Do I think there needs to be an element of shock that will lead to action? Absolutely!"*

I couldn't agree more with that statement.

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Business and Finance

- | | |
|--|--------------|
| 1. Keeps informed on needs of the school program, facilities, equipment, and supplies. | <u> 3 </u> |
| 2. Supervises operations, insisting on competent and efficient performance. | <u> 2 </u> |
| 3. Determines that funds are spent wisely and that adequate control and accounting are maintained. | <u> 0 </u> |
| 4. Evaluates financial needs and makes recommendations for adequate financing. | <u> 4 </u> |
| Sub total points (Business and Finance) | <u> 9 </u> |

Additional Comments:

Item #1) Not only are you very mindful of these, but you try to be proactive about them as well. Unfortunately, current financial resources limit what can be done. I commend you for working toward contracting for a Master Study that would have been a very useful tool in formally quantifying the needs of the District. As you know, I was one of the SC members who voted against pursuing that study due to its timing and the financial uncertainty of not knowing how the ballot questions would fare. Nonetheless, this is exactly the sort of forward thinking that I like to see. Please do not be discouraged from pursuing this and other proactive measures in the future.

Item #3a) When the closing of the FY12 budget was presented by the Finance Director it was made clear that budget priorities, which were set by the School Committee at the beginning of the FY12 budget process, were undermined. This was due to numerous budget line items that were overspent in one area and offset by withholding spending in another area. Budget transfers must be authorized by the School Committee. The practice described during the presentation amounted to a de facto backdoor method of transferring funds which circumvented the School Committee approval process. To be clear, I recognize the Finance Director is simply the messenger here and, speaking for myself, it will be a priority to ensure that this doesn't happen again.

Item 3b) When the new Town Accountant implemented a policy requiring that vendor bills be signed by the School Committee prior to releasing payment, it revealed a gaping hole in the way the Finance office at the District had conducted business for years. Previously when the School Committee was presented with stacks and stacks of vendor bills to sign, those bills had already been submitted to Town Hall by your office and paid. Unknown to the School Committee, our signatures given at later School Committee meetings were actually meaningless at that point. According to you, this

practice has been in place for over 8 years. That is to say that the School Department has been paying millions and millions of dollars to vendor bills for 8 years illegally without prior authorization of a majority of signatures from the School Committee. The law is important because it ensures there is accountability and checks/balances. Consider this: Who is to say that the School Committee was never presented at all with X number of dollars in bills to approve in the past? That is a perfectly plausible scenario because our signatures were never a factor in paying those bills. Do not misunderstand. I have no reason to believe there was any wrong doing and I'm not saying there was any. What I am saying though is almost worse. What I am saying is that we will never know. I fault all of the prior Town Accountants who allowed this to occur. However, I must also hold responsible the current Superintendent for his actions in that time frame too. I understand that you were genuinely unaware of the legal requirement to get at least 3 School Committee signatures prior to paying bills. The problem I have, however, is that somehow I learned the proper way that bills need to be paid at a 1-day orientation given to new School Committee members. There is no excuse for top veteran District staff to not be aware of it too.

Item 3c: I remain profoundly dismayed with the manner in which the \$250k budget shortfall was unilaterally reconciled by yourself, I had prepared a lengthy comment here but decided it best to refrain from elaborating beyond what has already been publicly discussed.

Item #4) The Wareham School District is no stranger to less than adequately funded budgets. However, in recent years the problem has become so acute that I have to agree with my colleague, Dr. Sylvia, when he says that we are currently in the process of nothing short of "*systematically dismantling*" the Wareham school system. This year, when confronted with a budget that was so profoundly inadequate that it was actually less than level funded, you did the unthinkable. You touched what I call the third rail of local politics. In fact, you didn't just touch it, you (and the SC) stood on it with two feet. I am referring to the Proposition 2 ½ operational override debt exclusions that you called for and championed. In the end, those ballot questions ultimately lost. However, the effort was everything I want to see from the man leading our school system. I commend you greatly for that, and you should have no regrets. If I could give you a "5" for this item, I would.

Personal Qualities

1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. __2__
2. Earns respect and standing among his/her professional colleagues. __4__
3. Demonstrates the ability to work well with individuals and groups. __3__
4. Exercises sound professional judgment and effective processes in arriving at decisions. __1__
5. Possesses and maintains the health and energy necessary to meet the responsibilities of the position. __4__
6. Maintains poise and emotional stability in the full range of his/her professional activities. __3__
7. Communicates effectively in dealing with staff members, the School Committee, and the public. __3__
8. Completes tasks in a timely manner, possessing good management skills. __3__
9. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events. __3__
10. Maintains his/her professional development by reading, conference attendance, and work on professional committees, visiting other districts, and meeting with other superintendents. __4__

Sub total points (General Responsibilities) **__30__**

Additional Comments:

Item #2) This past May, I attended a course sponsored by the Massachusetts Association of School Committees (MASC). There were folks from MASC and from other School Committees ranging from Stoneham to Truro in attendance. After I introduced myself from Wareham, I was surprised at how many people there were familiar with you and your work. Furthermore, I was impressed with the accolades they had for your knowledge and professionalism in their dealings with you.

Item #4) Too many unilateral decisions when feedback (or authorization) from the School Committee is needed.

Item #10) This year you didn't just visit another District, you visited another country's District – and you did it on your own dime. Though it is probably not reflected in my previous remarks here, I do admire your passion for your work. I see you as a constant "student of students". You are always seeking to study and understand the big picture when it comes to the challenges in educating our student population by studying others locally, nationally, and even internationally. Somehow translating that knowledge into sustained improved results for our District has been evasive, but it certainly hasn't been for lack of trying.

Wareham Public Schools Superintendent Evaluation Form 2011 – 2012

Superintendent Dr. Barry Rabinovitch Evaluation period 2011 to 2012

School Committee Evaluator (check one)

<input type="checkbox"/> Rhonda Veugen	Vice Chairman
<input checked="" type="checkbox"/> Clifford Sylvia	Secretary
<input type="checkbox"/> Geoffrey Swett	Chairman
<input type="checkbox"/> Kenneth Fontes	
<input type="checkbox"/> Michael Flaherty	

Rating Scale:

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Salary Incentive Scale

Overall Rating – This overall rating is an average of all committee member evaluation forms.

<u>Rating</u>	<u>Point Scale</u>	<u>Dollar Increase</u>
4 – Outstanding	90-----100	\$5,000
3 – Very Good	80-----89	\$4,000
2 – Satisfactory	65-----79	\$3,000
1 - Needs Improvement	51-----64	\$ 0
0 – Unacceptable	0 -----50	\$ 0

Total Evaluation Score breakdown

Maximum total points 100

Goals and Objectives 60 points Maximum

General Responsibilities* 40 points Maximum

* There are a possible 160 points in this section with a divisor of (4) which would calculate a max total of 40 points.

Total Points

Based on the evaluation system above the Superintendent is eligible for an increase of

\$ 3,000

Geoffrey Swett, Chairman, Wareham School Committee

CLIFFORD SYLVIA

10/2/12
Date

Dr. Barry Rabinovitch; Superintendent Wareham Public Schools

Date

Goals and Objectives

Goals and Objectives are agreed upon between the Superintendent of Schools and the Wareham School Committee as part of the prior year's evaluation or at the time the position is accepted. Goals and Objectives must be specifically related to the evaluation period and non – recurring in nature.

Points -	Outstanding 9 - 10	Very Good 7 - 8	Satisfactory 5 - 6	Needs Improvement 3 - 4	Unacceptable 0 - 2
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GOALS:

- 1-A Training and Rollout of RTI = 9
- 1-B Student Achievement = 4
(13/20 = 65%) (.65x10=6.5)

***Weight X Points / 10 = Score**

2. Technology

3. Community Partnerships

4. Sustainable Resources

25	6.5	16.25	CF
10 20	7	14 7	CF
20 10	9	8 18	CF
5	8	4	CF

Goals and Objectives Total

Score Total

45
43.25

***Weight Total must add up to 60 and individual goal weights must be the same for all School Committee members and approved by a vote of the School Committee with the approval of the goals.**

Additional Comments: **See Attached**

(Use backside of this paper if additional comment space is needed)

CF

**Comments on Goals Portion
Superintendent's Evaluation
2011-2012**

**By
School Committee Member
Clifford W. Sylvia, Ed.D.**

While the current Superintendent's evaluation process and evaluation instrument does not require a "State of the System" statement; historically, Superintendents have included a narrative on relevant information concerning progress made and challenges encountered during the past year. Dr. Rabinovitch has included such a narrative in past evaluations. Such a statement would have been an excellent way to frame the evaluation and highlight salient constructs. The instrument utilized in this evaluation has been replaced for the next evaluation cycle. The revised form dovetails more directly with the new state-wide assessment program. The Wareham School Committee has negotiated with Dr. Rabinovitch and approved a new evaluation instrument to be used for FY 2012-2013. This reviewer accepts the new system, but does not support the instrument. There should be no reward for achieving proficiency level; it should be the expectation for students and staff that they should be proficient.

Goal 1-A: Training and Rollout of RTI (Response to Intervention)

The Superintendent and the Leadership Team should be commended for training and implementation of RTI. Evaluation forms and rubrics supplied by the "National Center on Response to Intervention" were included in the support materials; however, there was little evidence on how they were used, and by whom, to assess the effectiveness of the framework during the rollout process. While the assessment of the effectiveness of the rollout is specifically stated in the overarching objective, there is no mention of the assessment in the action steps or evidence. No substantial conclusions emanating from consultants rating sheets or other evaluation techniques related to RTI were included in the evidence.

Goal 1-B: Student Achievement

The Superintendent and his Leadership Team deserve commendations for curriculum development, revision, and the implementation efforts. In addition, development and implementation of formative assessment, and other assessment strategies, along with analysis of various assessment data has provided a solid platform for building a framework for continued growth in student achievement. Uniform Core Curriculum adopted at all grade levels point to the district's commitment to continued efforts in improving student achievement. The reality is, however, that growth in student achievement does not correlate with the time, effort, resources, and innovations that have been committed to improving student performance on state and national assessments. While it appears that modest progress has been made in narrowing the achievement gap, current assessment data reveal a sustained flat-line over recent years. The data from the 2012 MCAS shows little district growth. Gains in some schools are offset by declines in



others. There were modest gains at the middle school level while elementary schools continue to decline. It is the opinion of this reviewer that the Superintendent and his Leadership Team have not established controls relating to non-education variables that may be inhibiting satisfactory academic student growth. Unfortunately, we can conclude that there is a high degree of correlation between student academic growth and the level of per-pupil spending. We, as a community, as well as the Superintendent and the Leadership Team, must cope with the reality that Wareham has one of the lowest per-pupil spending ratios in the state. In addition, it is the opinion of this reviewer, based on the recent votes on school issues, and interactions with other local boards and committees, that there is a critical lack of commitment to education from stakeholders, and the general citizenry.

It is evident that there has been a focused effort to provide professional development relative to teaching and learning; however, there is little evidence of the quality and effectiveness of these efforts.

The Superintendent's commitment to exclusivity and working with other community boards and agencies has been extensive. The Superintendent has worked collaboratively in the development of a system of educator evaluation which conforms to state standards. He worked with staff, stakeholders and the teachers' union, to develop a new professional evaluation instrument. In addition to the development of the new evaluation system, the Superintendent had the vision to plan and provide resources to increase human capacity to implement the new system. It is the opinion of this reviewer that increases in student achievement resulting from teacher evaluation can only occur if the district has the capacity to implement and manage the evaluation system.

Goal 2: Technology

This reviewer commends the Superintendent, and the Leadership Team, for initiating and implementing technology applications that augments teaching and learning and promotes organizational efficiency. While the iPads Pilot Project has been a vital step in a broad-based strategy to utilize technology in promoting quality teaching and learning initiatives, lack of resources have inhibited district-wide adoption. The district and individual school websites need to be expanded to provide information that will aid parents in building their skill level in truly being partners in the educational process. Other goals relative to technology assisted teaching and learning are trumped by the use of technology in the administrative function. It is the opinion of this reviewer that staff surveys and needs assessments need to be on-going, particularly, in view of ever-changing technology. It must be noted that the local non-commitment of the citizens of Wareham was very evident in the debt exclusion vote held in July. It is very difficult to maintain a constant commitment to technology when resources are not available. The technology issue is just one of the reasons why the level funded budget proposal for 2012-2013 should never have been reduced.




Goal 3: Expand Partnerships

Superintendent Barry Rabinovitch has maintained a high level of commitment to established partnerships and has worked to establish new associations which will benefit the students of Wareham Public Schools. The Superintendent has exhibited tireless efforts throughout his tenure in working with municipal boards, agencies, and committees. He has been a contributing member of a number of committees and has been committed to altruistic ties between the community and Wareham Public Schools. He volunteers his time in a number of charitable and social functions dedicated to making Wareham a better place to live. His commitment ranges from grilling linguica at the Cape Verdean Festival to having a high degree of involvement in the Wareham Education Foundation. It is the opinion of this reviewer that while most of the Superintendent's action steps in this area were accomplished, expanded efforts in several areas need to be increased. Utilization of Power School at the elementary level needs to be increased in the area of teaching and learning in order to expand parent participation and involvement. Additional areas of social media need to be explored and included in the overall technology plan. Lastly, it is vital that a commitment to the development of family/school partnerships be developed relative to participation and commitment of families to student achievement.

Goal 4: Sustainable Resources

As previously mentioned, financial resources from all sources are inadequate. There is a very strong possibility that Wareham High School could lose NEASC accreditation because of a lack of funding. While Dr. Rabinovitch has worked collaboratively with the Finance Committee, Board of Selectman, and other boards and committees in budget development, the financial condition of Wareham Public Schools remains dismal. This goal needs to be expanded to include a multi-year financial plan. It is the opinion of this reviewer that the recommendation of the Superintendent to reduce the FY 2012-2013 budget to below level funding and the subsequent vote of the School Committee was a mistake. The Superintendent's goals in this area need to be expanded.



General Responsibilities

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Relationship with the School Committee:

1. Keeps the School Committee informed on issues, needs and the operation of the school system __ 4 __
2. Offers professional advice to the School Committee on items requiring committee action with appropriate Recommendations based on thorough study and analysis. __ 3 __
3. Interprets, supports and executes the intent of all School Committee policy. __ 3 __
4. Seeks and accepts constructive criticism of his/her work. __ 3 __
5. Has a professional working relationship with the School Committee __ 3 __

Sub total points (Relationship with the School Committee) **__ 16 __**

Additional Comments:

There have been occasions where actions have been taken by the administration that should have been cleared by the School Committee. For example, when the overrides failed, the School Committee should have been given the opportunity to review the budget as a whole. The School committee approves the budget and should be consulted if the scope and intent of the budget needs to be changed. Dr. Rabinovitch can be too inclusive and accommodating with other town boards and committees. It is the opinion of this reviewer, that a budget reduction of below level funding should never have been recommended.

Community Relationships

1. Maintains community respect and support for the School District. __ 4 __
2. Considers problems and opinions of all groups and individuals. __ 3 __
3. Develops friendly and cooperative relationship with news media. __ 3 __
4. Actively recruits and utilizes community input. __ 3 __

Sub total points (Community Relationships) **__ 13 __**

Additional Comments: More must be done to provide parents with the skills to be true partners in the educational process.



Staff and Personnel Relationships

1. Develops and executes sound personnel procedures and practices. __2__
2. Develops good staff morale and loyalty to the School District. __2__
3. Treats all personnel fairly while insisting on performance of duties. __2__
4. Delegates authority to staff members appropriate to the position each holds. __3__
5. Recruits and assigns the most qualified personnel in terms of their competencies. __2__
6. Encourages participation of staff members and groups in planning, procedures and policy interpretations. __3__
7. Evaluates participation of appropriate staff members and groups in planning, procedures & policy interpretations. __2__
8. Takes an active role in development of salary schedules for all personnel and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interest of the School District. __4__

Sub total points (Staff and Personnel Relationships)

__20__

Additional Comments: Dr. Rabinovitch needs to be more involved in personnel decisions at the school level. Certain actions, particularly in light of budget cuts, have had a negative effect on school morale. Professional loyalty to the district seems to be on a downward trend. Too many staff view their positions as just a "job" not a profession.

Educational Leadership

1. Maintains liaison with state and federal legislators in effort to accomplish legislation beneficial for the School District. __3__
2. Understands and keeps informed regarding all aspects of the instructional program. __3__
3. Maintains active membership in professional organizations. __4__
4. Is resourceful in visualizing and analyzing new ideas, methods and products and participates with staff, School Committee, and the community in studying and developing curriculum improvement. __3__
5. Organizes a planned program of staff evaluation and improvement. __3__
6. Provides effective procedures in curriculum development, utilizing the abilities and talents of professional staff, as appropriate. __3__
7. Inspires others to achieve the highest professional standards. __3__



Educational Leadership cont.

- | | |
|---|---------------|
| 8 Has a firm belief that the public schools are operated for the benefit of the children, not for the School Committee, administrators, teachers, or parents. | __4__ |
| 9. Ensures that all schools meet minimum proficiency standards on federal and state mandated student achievement tests. | __1__ |
| Sub total points (Educational Leadership) | __27__ |

Additional Comments: Dr. Rabinovitch has been open to innovation and encourages staff to think "out of the box." It is the opinion of this review that, at times, Dr. Rabinovitch places too much faith in the skill level of his staff. Site-based management is good; however every organization needs someone at the wheel.

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Business and Finance

- | | |
|--|-------|
| 1. Keeps informed on needs of the school program, facilities, equipment, and supplies. | __4__ |
| 2. Supervises operations, insisting on competent and efficient performance. | __2__ |
| 3. Determines that funds are spent wisely and that adequate control and accounting are maintained. | __3__ |
| 4. Evaluates financial needs and makes recommendations for adequate financing. | __2__ |

Sub total points (Business and Finance)	11
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Additional Comments: It is the opinion of this reviewer that certain sections of the budget should be reduced and others expanded. It is a matter of limited resources and different educational philosophies.



Personal Qualities

1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. __4__
2. Earns respect and standing among his/her professional colleagues. __3__
3. Demonstrates the ability to work well with individuals and groups. __3__
4. Exercises sound professional judgment and effective processes in arriving at decisions. __2__
5. Possesses and maintains the health and energy necessary to meet the responsibilities of the position. __4__
6. Maintains poise and emotional stability in the full range of his/her professional activities. __3__
7. Communicates effectively in dealing with staff members, the School Committee, and the public. __2__
8. Completes tasks in a timely manner, possessing good management skills. __3__
9. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events. __2__
10. Maintains his/her professional development by reading, conference attendance, and work on professional committees, visiting other districts, and meeting with other superintendents. __4__

Sub total points (General Responsibilities)

__30__

Additional Comments: Dr. Rabinovitch is a man of character and integrity. He believes in Wareham Public Schools and cares about students, staff, parents, and the broader community. He collaborates and makes an honest effort to be inclusive and transparent. It is the opinion of this reviewer; however, at times Dr. Rabinovitch needs to be somewhat less democratic in his management style. He believes in the skills and dedication of his staff, but at times he must take over the tiller of the vessel. In addition, there are times when Dr. Rabinovitch needs to take a solid stand relative to dealing with local boards and committees.



Goals and Objectives

Goals and Objectives are agreed upon between the Superintendent of Schools and the Wareham School Committee as part of the prior year's evaluation or at the time the position is accepted. Goals and Objectives must be specifically related to the evaluation period and non – recurring in nature.

	Outstanding	Very Good	Satisfactory	Needs Improvement	Unacceptable
Points -	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2

GOALS:

***Weight X Points / 10 = Score**

1.

6 X _150_/10 =15

2.

6_ X _120_/10 =12

3.

5 X _50_/10 =5

4.

7 X _35_/10 =3.5

5.

_____ X _____/10 =

6.

_____ X _____/10 =

Goals and Objectives Total

Score Total 35.5

***Weight Total must add up to 60 and individual goal weights must be the same for all School Committee members and approved by a vote of the School Committee with the approval of the goals.**

Additional Comments:

This has been a very tough evaluation for me based on the financial situation of the school systems. However, I based a major portion of my rating on the continued poor test scores and the over all achievement gaps for the students learning. I cannot justify any major improvements in our current status as to that of the previous year or years.

(Use backside of this paper if additional comment space is needed)

General Responsibilities

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Relationship with the School Committee:

1. Keeps the School Committee informed on issues, needs and the operation of the school system _3_
2. Offers professional advice to the School Committee on items requiring committee action with appropriate Recommendations based on thorough study and analysis. _3_
3. Interprets, supports and executes the intent of all School Committee policy. _3_
4. Seeks and accepts constructive criticism of his/her work. _2_
5. Has a professional working relationship wit the School Committee _3_

Sub total points (Relationship with the School Committee)

14

Additional Comments:

The Superintendent has a professional working relationship with the committee and he has done all that has been asked of him with limited resources.

Community Relationships

1. Maintains community respect and support for the School District. _2_
2. Considers problems and opinions of all groups and individuals. _3_
3. Develops friendly and cooperative relationship with news media. _2_
4. Actively recruits and utilizes community input. _3_

Sub total points (Community Relationships)

10

Additional Comments:

I would like to see a more open relationship with the media, who are the voice of the people in the town. Although some media responses can be over blown, for the most part they are doing their job and seeking information

Staff and Personnel Relationships

1. Develops and executes sound personnel procedures and practices. __3__
2. Develops good staff morale and loyalty to the School District. __3__
3. Treats all personnel fairly while insisting on performance of duties. __3__
4. Delegates authority to staff members appropriate to the position each holds. __3__
5. Recruits and assigns the most qualified personnel in terms of their competencies. __2__
6. Encourages participation of staff members and groups in planning, procedures and policy interpretations. __3__
7. Evaluates participation of appropriate staff members and groups in planning, procedures & policy interpretations. __3__
8. Takes an active role in development of salary schedules for all personnel and recommends to the School Committee the levels which, within budgetary limitations, will best serve the interest of the School District. __3__

Sub total points (Staff and Personnel Relationships)

23

Additional Comments:

I think a little more accountability needs to be taken for the current state of the schools.

Educational Leadership

1. Maintains liaison with state and federal legislators in effort to accomplish legislation beneficial for the School District. __3__
2. Understands and keeps informed regarding all aspects of the instructional program. __3__
3. Maintains active membership in professional organizations. __3__
4. Is resourceful in visualizing and analyzing new ideas, methods and products and participates with staff, School Committee, and the community in studying and developing curriculum improvement. __2__

- | | |
|--|-----|
| 5. Organizes a planned program of staff evaluation and improvement. | _2_ |
| 6. Provides effective procedures in curriculum development, utilizing the abilities and talents of professional staff, as appropriate. | _2_ |
| 7. Inspires others to achieve the highest professional standards. | _3_ |

Educational Leadership cont.

- | | |
|--|-----|
| 8. Has a firm belief that the public schools are operated for the benefit of the children, not for the School Committee, administrators, teachers, or parents. | _3_ |
| 9. Ensures that all schools meet minimum proficiency standards on federal and state mandated student achievement tests. | _2_ |

Sub total points (Educational Leadership)

23

Additional Comments:

4 – Outstanding 3- Very Good 2 – Satisfactory 1- Needs Improvement 0- Unacceptable

Business and Finance

- | | |
|--|-----|
| 1. Keeps informed on needs of the school program, facilities, equipment, and supplies. | _3_ |
| 2. Supervises operations, insisting on competent and efficient performance. | _2_ |
| 3. Determines that funds are spent wisely and that adequate control and accounting are maintained. | _2_ |
| 4. Evaluates financial needs and makes recommendations for adequate financing. | _3_ |

Sub total points (Business and Finance)

10

Additional Comments:

The Superintendent is doing the best he can with very limited resources

Personal Qualities

- 1. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters. _ 3 _
- 2. Earns respect and standing among his/her professional colleagues. _ 3 _
- 3. Demonstrates the ability to work well with individuals and groups. _ 2 _
- 4. Exercises sound professional judgment and effective processes in arriving at decisions. _ 3 _
- 5. Possesses and maintains the health and energy necessary to meet the responsibilities of the position. _ 3 _
- 6. Maintains poise and emotional stability in the full range of his/her professional activities. _ 2 _
- 7. Communicates effectively in dealing with staff members, the School Committee, and the public. _ 2 _
- 8. Completes tasks in a timely manner, possessing good management skills. _ 3 _
- 9. Thinks well on his/her feet when faced with an unexpected or disturbing turn of events. _ 3 _
- 10. Maintains his/her professional development by reading, conference attendance, and work on professional committees, visiting other districts, and meeting with other superintendents. _ 3 _

Sub total points (General Responsibilities) 27

Additional Comments:

Overall I believe the Superintendent is doing a good job, however he needs to take that next step to make sure the rank and file of all teachers, instructional leaders, and direct reports are providing our students with the best education possible.
