

**Wareham Public Schools  
Superintendent Evaluation Form 2015 – 2016**

Superintendent: Kimberly Shaver-Hood

Evaluation period: August 1, 2015 – July 31, 2016

**School Committee Evaluator (check one)**

☐ Melvin Lazarus, Chair  
☐ Judy Caporiccio, Vice-Chair  
☒ Clifford Sylvia, Secretary *CS*  
☐ Geoffrey Swett  
☐ Mary Morgan

**Rating Scale:**

**4 – Exemplary   3 – Proficient   2 – Needs Improvement   0 – Unsatisfactory**

**Salary Increase Scale**

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

<b><u>Rating</u></b>	<b><u>Point Scale</u></b>	<b><u>Percent (%) Increase</u></b>
4 – Exemplary	90-100	4-5
3 – Proficient	80-89	1-3
1 – Needs Improvement	65-79	0
0 – Unsatisfactory	0-64	0

**Total Evaluation Score breakdown**

**Maximum total points 100**

**Goals and Objectives**

**40 points Maximum**

31.9

**General Responsibilities**

**60 points Maximum**

49.0

**Total Points**

80.9

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

\$ 1%

*Clifford Sylvia*  
Wareham School Committee Member

*10/20/16*  
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 -	Exemplary 9 - 10	Proficient 7 - 8	Needs Improvement 5 - 6	Unsatisfactory 0 - 4
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**GOALS:**

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

- |   |           |          |             |
|---|-----------|----------|-------------|
| 1. The Superintendent will work with district leaders and principals to ensure student-learning goals are met (Student Learning)  | <u>14</u> | <u>8</u> | <u>11.2</u> |
| 2. The Superintendent will support multiple resources designed to enhance, promote, and expand curiosity, creativity, and critical thinking skills (District Improvement)                 | <u>9</u>  | <u>8</u> | <u>7.2</u>  |
| 3. The Superintendent will model open and transparent communication by purposefully listening to all members of our school community and community at large (Family/Community Engagement) | <u>8</u>  | <u>9</u> | <u>7.2</u>  |
| 4. The Superintendent will increase the leadership capacity of educators in Wareham (Professional Practice)   | <u>9</u>  | <u>7</u> | <u>6.3</u>  |

**Goals and Objectives Total**

**Score Total** 31.9

**\*Weight Total must add up to 40 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

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Kimberly Shaver-Hood

Evaluator: Dr. Clifford W. Sylvia  
Name

Clifford W. Sylvia, Ed.D.  
Signature

10/30/16  
Date

## Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

## Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	To provide leadership to further develop a shared commitment to high standards of teaching and learning for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2	Expand students' capacity to learn by ensuring instruction is rigorous, student-centered, interdisciplinary, and students use multiple learning pathways.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3	Family/Community Engagement: The Superintendent will model open and transparent communication by purposefully listening to all members of our School Community and Community at large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice 4	To provide leadership to further develop a shared commitment to high standards of teaching + learning for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Superintendent's Performance Rating for Standard I: Instructional Leadership



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard I**  
(Check one.)

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

See attached

Examples of evidence superintendent might provide:

Little evidence

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard II: Management and Operations



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard II (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

See attached

Examples of evidence superintendent might provide:

Little Evidence

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard III: Family and Community Engagement



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard III (Check one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

*See Attached*

Examples of evidence superintendent might provide:

*Little Evidence*

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: \_\_\_\_\_

**Commentary on Achievement of Goals  
For Superintendent of Wareham Public Schools  
Kimberly Shaver-Hood, Ed.D.  
By School Committee Member  
Clifford W. Sylvia, Ed.D.**

While the goals presented to the Wareham School Committee were submitted in SMART goal format, measurement standards included in the plan were somewhat ambiguous and not easily measured. Little evidence was submitted in the support documents that indicate the level of achievement for each goal. It is stated in the SMART goal plan that the following would be considered as evidence in assessing whether stated goals were met: benchmarks, documentation of conferences, professional development attended, agendas, assessment data, leadership flow chart, survey results, etc. Data analysis of MCAS is presented in the self-evaluation; however, little other examples of evidence of goal attainment were submitted in the self-evaluation documentation. It has been a long standing tradition that the sitting Superintendent submit some kind of a portfolio which illustrates to evaluators the level of achievement on the accepted goals and performance standards. Many documents previously presented to the School Committee could have been included as evidence in the self-evaluation. In addition, the Superintendent chose not to include commentary relative to goal achievement and proficiency on established standards on the self-evaluation forms.

**Goal 1:  
Professional Practice:**

**To provide leadership to further develop a shared commitment to high standards of teaching and learning for all.**

**Commentary:**

The Superintendent has demonstrated her leadership capabilities relative to teaching and learning and a solid commitment to curriculum development and revision. Considerable time, energy, and resources have been used to improve assessment methods and analyzing the assessment data to improve student achievement. Major curriculum adoptions, particularly at the elementary and middle levels, point to district leadership's commitment to continuous improvement and as a uniform approach to teaching the core subjects. In addition, the district has increased experiential education opportunities for our students. Artistic, social, and cultural experiences have been developed. The adoption of challenging programs like STEAM, Dual Enrollment, and the International Baccalaureate program further demonstrate the commitment of the professional staff to raising the academic bar and closing the achievement gap as identified by the assessment program. The increased use of technology to enhance teaching and learning is another example of the commitment of the administrative team and professional staff in expanding opportunities for our students. The Superintendent has demonstrated a strong effort in improving the technology infrastructure throughout the district. The majority of teachers and students are using "Chromebooks" to enrich the educational experience. Unfortunately, the district remains at level three and our students, while showing progress, still rank in the lower quadrant statewide in student performance. The district leadership and professional staff should be proud of the



# Superintendent's Performance Rating for Standard IV: Professional Culture



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard IV</b> (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

*See attached*

Examples of evidence superintendent might provide:

*Little evidence*

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders

- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals

- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback
- ☐ Other: \_\_\_\_\_

Student Growth Percentage (SGP); however, the Composite Performance Index (CPI) does not indicate significant progress in narrowing the achievement gap. This reviewer believes that this goal will never be fully met; however, significant progress has been made.  
(Significant Progress— $14 \times 8/10 = 11.2$  Score)

**Goal 2:**  
**Student Learning**

**Expand students' capacity to learn by ensuring instruction is rigorous, student-centered, interdisciplinary, and students are provided multiple learning pathways.**

Many of the comments in Standard One, Instructional Leadership, apply to this reviewer's assessment of the level of attainment of Goal 2. New programs have been implemented that support a student-centered interdisciplinary approach to student learning. In addition, programs like Dual Enrollment, STEAM, and the International Baccalaureate initiative, provide strong evidence to a continued commitment to the development of multiple pathways to student learning. However, it must be stated that the delay in voting for the eighth grade reassignment because of the objections of some community members does not serve the academic needs of our eighth graders, and particularly the fifth graders housed at the Middle School. Moving the eighth graders to the High School would expand academic and enrichment opportunities, increase social expectations, and establish a true middle school setting for the fifth graders that would be less disruptive. The Superintendent has privately expressed support for the move, but has yet to make a public statement. MCAS data reveals that the students in the district have made growth (SGP) in language arts and mathematics. The district fell approximately ten points in the Composite Performance Index (CPI) in both core areas. While some data support guarded optimism, the district remains at level three and falls in the bottom 20% of districts in the commonwealth. Generally speaking, high school students outperform students at the elementary and middle level; however, Middle School students exceeded expectations in Math. The Superintendent outlined measures relative to Goal 2 in the SMART goal format; however, few examples of these items were included in the self-evaluation. In addition, the Superintendent submitted self-evaluation forms without any commentary, particularly in reference to goal achievement. Showing the level to which goals were achieved needs to be part of the self-evaluation process.

(Significant Progress— $9 \times 8/10 = 7.2$ )

**Goal 3:**  
**Family/Community Engagement**

**The Superintendent will model open and transparent communication by purposefully listening to all members of our school community and community at large.**

Dr. Shaver-Hood remains committed to being responsive to the community. She has demonstrated that she seeks and values input from a wide spectrum of community members and groups. On several occasions, this reviewer has observed the Superintendent skillfully utilize collaboration as a broad-based management strategy. She shows empathy where appropriate and is sensitive and receptive to alternative points of view. There have been times however, where

appeasing the stakeholders was not in the best interest of the students. Sometimes, failure to be decisive based on public pressure, erodes confidence in the leader's decision making abilities. Managing by consensus can be an impossible task. Relations between Wareham Public Schools and local boards and the community at large remain positive. The Superintendent continues to reach out to parents in making them active partners in the education of their children; however, parental involvement remains low. It is also the opinion of this evaluator that, at times, particularly in the budget process; the Superintendent needs to be more aggressive.  
(Met—8x9/10=7.2)

**Goal 4:**

**Professional Practice:**

**To provide leadership to further develop a shared commitment to high standards of teaching and learning for all.**

The increase in administration and instructional leaders has substantially increased the leadership capacity of the district. It expands the opportunity for meaningful dialogue between and among the professional staff focusing on quality teaching and learning activities. Encouraging staff to develop their own leadership potential requires a strong sense of trust. Teachers, administrators, and support staff need to feel safe to experiment with strategies that expand their own potential. This evaluator remains concerned relative to the turnover in administrative and teaching staff. High staff turnover erodes the trust factor of the educational community and the community at large. It is the opinion of this evaluator that this goal will probably never be met in full. It is ongoing; however, significant progress has been made in empowering staff to maximize leadership potential.

(Significant Progress—9x7/10=6.3)

## **Commentary on Standards**

### **Standard 1: Instructional Leadership**

#### **I-A. Curriculum:**

**Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.**

Several K-12 curriculum initiatives have been presented, approved and implemented during the past year. New programs in mathematics and writing have been adopted and introduced and recent MCAS growth data indicate that some achievement growth has occurred. In addition, evidence relative to the International Baccalaureate program was submitted by the Superintendent as part of her self-evaluation. This evaluator remains concerned that some curriculum programs and instructional strategies remain disjointed. For example, several math programs are being used in different grades. This evaluator believes that a consistent approach to curriculum development provides the greatest student benefit and allows for a reliable assessment of the effectiveness of the program being used. Diagnostic and supplemental strategies could have been submitted as part of the Superintendent's artifacts in the self-evaluation. In addition, representations of innovative lesson plans and assessment instrument could have been included as part of the evidence. It is safe to assume that the Superintendent has communicated her high academic expectations to stakeholders; other than testing data, little evidence was presented in the self-evaluation. (Rating P—8 points)

#### **I-B. Instruction:**

**Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness.**

Several presentations made to the School Committee focused exclusively on the evaluation of instructional strategies. Pertinent information relative to diagnostic assessments and multiple forms of formative assessments have been introduced. The Superintendent consistently showcases student work and celebrates student accomplishments and provided multiple outlets for students to present their work to the School Committee and other public forums. Unfortunately, no examples of creative student work were included in the self-evaluation. Much of the professional development conducted during the year focused directly on student learning, assessment and instruction. No evidence of these activities was provided in the self-evaluation. It is obvious to this evaluator that the Superintendent is an advocate for utilizing multiple techniques for addressing the diverse learning styles of the students. Initiatives such as STEAM, the bog project, dual enrollment, and International Baccalaureate program point to her commitment and expectations for her staff for addressing the diverse learning styles of our students through the use of interdisciplinary techniques. The addition of Chromebooks for all students also points to an innovative and diverse approach to instruction. (Rating P—8 points)

#### **I-C. Assessment:**

**Ensures that all principals and administrators facilitate practice that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.**

The Superintendent ranked herself proficient; however, little evidence was provided in the self-evaluation relative to assessment methods currently being used or piloted throughout the district. Evidence such as; minutes of meetings, workshop notes, notations of conclusions drawn from data analysis could have been included in the portfolio. It is the judgement of this evaluator that several new central administration hires have not fully filled the void left by the departure of one member of the team devoted exclusively to data analysis. This evaluator does have direct knowledge that district leadership is committed to using and developing valid and reliable assessment methods. (Rating P—8 points)

#### **I-D. Evaluation:**

**Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.**

This evaluator does have direct knowledge that professional evaluations are conducted; however, this School Committee member has limited knowledge of the comprehensiveness of the process, and the consistency of implementation from school to school. It must be assumed that there is a degree of consistency given the language in the negotiated contract. Examples could have been included in the self-evaluation. It appears, to this evaluator, that training on staff evaluation continues to be refined. (Rating P—8 points)

#### **I-E. Data Informed Decision Making:**

**Uses multiple sources of evidence related to student learning—including state, district and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness and student learning.**

There is evidence that the district leadership encourages the use of data to drive discussions and decisions relative to teaching and learning. Data analysis is not limited solely to information supplied by the state, but also to formative assessments, diagnostic strategies, and other locally developed assessment data. In addition, demographic information is also used in shaping educational and financial decisions. (Rating P—8.5 points)

#### **Points for Standard One:**

**$(8+8+8+8+8.5=40.5/5=8.1/10=.81 \times 15=12.2)$**

## **II-D. Law, Ethics, and Policies**

**Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements and ethical guidelines.**

There appears to be an undercurrent, among some staff, relative to certain personnel decisions made by central administration. While no sanctions have been levied against the district, it appears that concerns exist that certain actions may not have had the strongest ethical foundations. There have been grievances where the district needed to make concessions. It does appear that the number of grievances reaching the school committee seems to have diminished. It is however, the judgement of this reviewer that no direct evidence exists that the Superintendent or other members of the administration have acted illegally or unethically. The Superintendent has lead negotiations in settling contracts with several bargaining groups.  
(Rating P—8 points)

## **II-E. Fiscal Systems**

**Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district and school-level goals and available resources.**

The Superintendent has built trust with other town boards relative to budget construction. She has worked collaboratively and encourages and utilizes extensive input from staff and stakeholders. The current budget is a compromise and does not fully meet the vision and mission of the district. As a district, too many concessions have been made relative to the needs of the students and staff. The Superintendent needs to become more vocal in developing a compensation structure for our staff which is competitive with other districts. We are losing too many good people and our salary structure is not conducive to attracting high quality educational professionals. It is the assessment of this evaluator that the district leadership needs to be somewhat less accommodating and a bit more aggressive in the budget process.  
(Rating P—8.5)

**Points for Standard Two:**

**$(8+7.8+8.5+8+8.5=40.8/5=8.16/10=.816 \times 15=12.2)$**

## **Standard 2: Management and Operations**

### **II-A. Environment:**

**Develops and executes effective plans, procedures, routines, and operational systems in a full range of safety, health, emotional and social needs.**

It is the assessment of this reviewer that the Superintendent clearly expresses her expectations relative to systems, routines and safety. Many discussions with stakeholders have provided ample evidence to this fact. While articulating her position on safety and student discipline, there still remains a perception that discipline is inconsistent, particularly at the Middle School. In addition, the Superintendent presented a Middle School Handbook, including the code of conduct that was poorly written and vague in places. Certain discipline procedures were subject to misinterpretation. Public perception is shaped by actions, words and documents. This reviewer was disappointed with the quality and the attention to detail relative to documents presented to the School Committee. (Rating P—8 points)

### **II-B. Human Resources Management and Development**

**Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.**

The district is losing quality teachers and administrators. One of the leading factors contributing to this problem is the professional salary structure. Salaries in the district are among some of the lowest in the area. There is however, a prevailing attitude by some stakeholders that an element of mistrust exists relative to staff relations with central administration. It must also be noted that some quality additions have been added to the staff. Unfortunately some discontentment has been highlighted in the local press and at some of the School Committee meetings. There have been grievances that have had ramifications to other personnel issues.  
(Rating NI—7.8 points)

### **II-C. Scheduling and Management Information Systems**

**Uses systems to ensure optimal use of data and time for teaching learning, and collaboration, minimizing disruptions and distractions from school-level staff.**

Positive steps have been taken to broaden the use of *PowerSchool*, particularly at the elementary level, to provide pertinent academic information to students and parents. There appears to be a void in the analysis of data because of the departure of the district data person. The use of technology appears to be timely relative to district operations. Software and hardware seems to be appropriate for the functions being performed. The Superintendent has advocated for the use of data in operations, as well as teaching and learning functions. Reports generated by central administration, particularly by the Business Manager, are comprehensive and thorough.  
(Rating P—8.5 points)

### **Standard III: Family and Community Engagement**

#### **III-A. Engagement:**

**Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.**

Several statements were made in the commentary relative to community engagement; however, no specific practices were outlined. For example, the statement was made; “families are provided with opportunities to meet, discuss, and learn new ways to help their child further his/her education.” Specific programs, initiatives, or strategies could have been outlined in this section; however, no evidence was submitted that points to innovative and creative ways to engage families and the community at large. While this evaluator has direct knowledge of some of the district’s efforts to engage families, no judgement can be made other than those based on direct knowledge of this reviewer. In addition, portions of the commentary on Standard III could not be readily understood. It appeared to this reviewer that the commentary was simply a restatement of published information. Not the best presentation. (Rating P—8points)

#### **III-B. Sharing Responsibility:**

**Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.**

It appears to this reviewer that little evidence was presented which represents *shared responsibility*. It is the judgement of this evaluator that action steps and other printed material were simply restated in the commentary with little specific support documentation. The commentary for Standard III is poorly written. The superintendent’s self-evaluation should not contain sentence fragments and run-on sentences. It can be safely assumed that the Superintendent’s self-evaluation should exhibit best effort. (Rating P—8 points)

#### **III-C. Communication:**

**Engages in regular, two-way culturally proficient communication with families and community stakeholders about student learning and performance.**

Again little evidence was presented; however, it can be assumed that the Superintendent is open to honest and meaningful communication. (Rating P—8 points)



### **III-D. Family Concerns:**

**Addresses family and community concerns in an equitable, effective and efficient manner.**

It is the judgement of this evaluator that the Superintendent has a deep concern for the well-being of students and their families. She shows empathy and is easily accessible to the public. (Rating P—8.5 points)

### **Points for Standard III.**

$(8+8+8+8.5=32.5/4=8.125/10=.8125 \times 15=12.2)$

## **Standard IV: Professional Culture**

### **IV-A. Commitment to High Standards:**

**Fosters a shared commitment to high standards of service, teaching and learning with high expectations for achievement for all.**

There is some evidence indicating that the Superintendent possesses high standards for all stakeholders. She has demonstrated a clear vision toward high academic and professional expectations; however, at times actions do not match the vision. Allowing documents that are poorly written, which will go out to the public, to reach the School Committee for discussion and vote is not an indicator of high standards. It is difficult for this evaluator to infer the level of commitment to high standards when the commentary for each standard is simply a restatement of the descriptors written into each standard. The commentary should provide insight to the evaluator to the degree of success within each standard. (Rating P—8 points)

### **IV-B. Cultural Proficiency:**

**Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.**

Even though there is little evidence presented in the commentary, this evaluator has personal knowledge that the Superintendent has demonstrated sensitivity to the cultural diversity of our community. In many ways she has highlighted the positive achievement of our students and respect for the members of our community. (Rating E—9 points)

#### **IV-C. Communication:**

**Demonstrates strong interpersonal, written, and verbal communication skills.**

There has been an increase in communication links; however, there still remains a need to replace the promotional media specialist lost a year ago. The increased use of *PowerSchool* at the elementary level and utilization of *Chromebooks* are positive steps in increasing communication capabilities. The Superintendent needs to increase her verbal presence at school committee meetings and when working with other town boards. This increased verbal presence would facilitate greater understanding and promote clarity on current issues effecting the school department. There appears to be a lack of effort in preparing the commentary of the Superintendent's self-evaluation. A strong commitment to high standards and best practice is not exhibited when a self-evaluation is submitted with commentary that simply restates standards and paragraphs contain run-on sentences and sentence fragments. In addition, there were misspelled words and verbiage that lacked clarity.

(Rating NI—7.5 points)

#### **IV-D. Continuous Learning:**

**Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.**

It is the assessment of this evaluator that the Superintendent does promote a culture of self-reflection for the professional staff. It is unfortunate however, that the commentary in the self-evaluation instrument does not illustrate a self-reflection of the Superintendent. It is the observation of this evaluator that staff members are encouraged to gather and use data, apply current research in reviewing and/or modifying teaching practices to accommodate the diverse learning styles of our students. Minutes of administrative meeting would have been helpful in assessing the extent to which current research is discussed.

(Rating P—8 points)

#### **IV-E. Shared Vision:**

**Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.**

The Superintendent has established a collaborative approach to shaping the strategic plan and the action plans associated with it. The process is on-going and provides an outlet for stakeholders to be involved in the shaping of the mission and vision for Wareham Public Schools.

(Rating E—9 points)

#### **IV-F. Managing Conflict:**

**Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.**

It appears that the Superintendent's support has diminished slightly among staff and other stakeholders. Letters to the editor, grievances, discrimination complaints, and a variety of issues raised in public participation of school committee meetings has led this reviewer to conclude that some conflict exists. An increase in professional staff turnover is subject to several interpretations; including, but not limited to, erosion of the trust factor, limited professional advancement opportunities, and a disparity of professional salaries with neighboring communities. It must be also noted that some of the grievances reaching the School Committee could have been handled at the administrative level. There were several grievances when concessions were made because of missteps of central and school-based administration. The Superintendent does delegate to her principals and directors; however, it appears that she could exhibit executive power more often. (Rating P—8 points)

#### **Points for Standard IV.**

**$(8+9+7.5+8+9+8=49.5/6=8.25/10=.825 \times 15=12.4)$**