

**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  
☒ 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

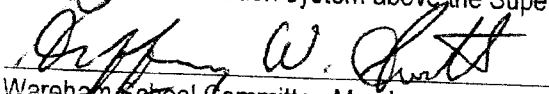
**Total Evaluation Score breakdown**

**Maximum total points 100**

<b>Goals and Objectives</b>	<b>40 points Maximum</b>	<b><u>32.7</u></b>
<b>General Responsibilities</b>	<b>60 points Maximum</b>	<b><u>51.9</u></b>
<b>Total Points</b>		<b><u>84.6</u></b>

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

\$ \_\_\_\_\_

  
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 of the prior year's evaluation or at the time the position is accepted. Goals and Objectives must be specifically related to 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)	_14_	_6_	_8.4_
2. The Superintendent will support multiple resources designed to enhance, promote, and expand curiosity, creativity, and critical thinking skills (District Improvement)	_9_	_10_	_9.0_
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)	_8_	_8.5_	_6.8_
4. The Superintendent will increase the leadership capacity of educators in Wareham (Professional Practice)	_9_	_9.5_	_8.5_

**Goals and Objectives Total**

**Score Total \_32.7\_**

**\*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:

Notwithstanding my concerns about the use of MCAS scores in the evaluation of individual teachers, with a large enough cohort, e.g. an entire school district, and over a long enough period of time, e.g. three plus years, I am convinced that student learning can be evaluated by these standardized test scores, as well as the results on AP tests and SATs. Unfortunately, when some of the "best and brightest" students are leaving the District through School Choice, charters, parochial, and private options, significant adjustments must be made to the overall results to compensate for this outflow. Student Growth Percentile (SGP) results are, therefore, more meaningful and another year of the significant improvement achieved in SGPs for 2015-2016 will validate what appear to be significant gains for the average student. I am optimistic, especially with the other changes being made, that this will occur.

Exemplary  
Points 9.0 - 10

Proficient  
8 - 8.9

Needs Improvement  
6.5 - 7.9

Unsatisfactory  
0 - 6.4

### General Responsibilities

Standard I: Instructional Leadership

Rating (see point scale above) 8.5 x 1.5 = 12.75

Standard II: Management & Operations

Rating (see point scale above) 8.8 x 1.5 = 13.2

Standard III: Family & Community

Rating (see point scale above) 8.5 x 1.5 = 12.75

Standard IV: Professional Culture

Rating (see point scale above) 8.8 x 1.5 = 13.2

Score Total 51.0

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Kimberly B. Shaver-Hood

Evaluator: Geoffrey W. Swett

Name

[Signature]  
Signature

October 20, 2015

Date

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

Professional Practice Goal(s)
Student Learning Goal(s)
District Improvement Goal(s)

<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
<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
<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" 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.

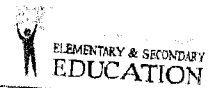
**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three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

# End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low

☐

Moderate

☒

High

☐

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Needs Improvement or Unsatisfactory or Impact on Student Learning rating of high or low.

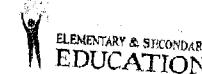
## Comments:

It is very easy for Superintendents, once they have achieved that lofty public education position, to spend years "tweaking" the curriculum of the school district, promoting people loyal to themselves into administrative positions, advocating for as many resources as possible to make the schools look and feel modern, and creating a culture that espouses the best practices that the education community has blessed. It is also very safe. Doing so will probably allow a Superintendent to achieve at least the average tenure of five years in Massachusetts and, depending on the parent support for students at home, even point with pride at their MCAS scores. Those prospects can be greatly enhanced or diminished with changes in the composition of the School Committee, especially if those members who hired the Superintendent are replaced by others who have different priorities.

In that context, the changes that have been initiated by Dr. Shaver-Hood are quite remarkable. Some were certainly prompted by budget priorities, e.g. closing schools and grade movement and consolidation, but others have been a clear attempt to change the professional culture in the District and raise expectations for all stakeholders as to what Wareham's children can achieve. None of these changes is more profound than the apparently (to be officially notified soon...) successful application for International Baccalaureate (IB) status for our high school. If that doesn't set Wareham apart from most other districts in MA, the application for our Middle School and 9<sup>th</sup> and 10<sup>th</sup> grades to be a part of the International Baccalaureate Middle Years program will certainly do so. This initiative has excited the School Committee, the faculty, the students, and their parents. As some members of the faculty have conceded, the IB program is just "good teaching" but it also formalizes outstanding instruction into Wareham's culture, gives Wareham's parents another reason to choose Wareham for the education of their children, and makes Wareham a "SchoolChoice" for students from other districts. Does this initiative have risks and could this effort fail to achieve these desired outcomes? Yes. The status quo, however, is not good enough for our Superintendent and it isn't good enough for our students and their parents. Wareham is lucky to have a superintendent willing to take risks to raise the achievement levels of our students and their prospects for successful lives.

# 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	The Superintendent will increase the leadership capacity of the educators in Wareham.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>Student Learning</b>						
2	The Superintendent will work with district leaders and principals to ensure student learning goals are met.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3	The Superintendent will support multiple resources designed to enhance, promote, and expand curiosity, creativity, and critical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
4	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"/>	X	<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
I-A. <b>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"/>	X	<input type="checkbox"/>
I-B. <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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I-C. <b>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 type="checkbox"/>	X
I-D. <b>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 type="checkbox"/>	X
I-E. <b>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 type="checkbox"/>	X

**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

X Exemplary

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

Tremendous progress has made in most areas of Instructional Leadership and it has been done with significant input from classroom teachers, department heads, and academic assistant administrators. I am particularly pleased that evaluations are being done based on a significant number of direct observations by supervisory evaluators and that the use of formative assessments has been greatly increased. There still needs to be improvement in the rigor of the instruction and communication to students of high expectations by some teachers throughout our schools.

Examples of evidence superintendent might provide:

- ☐ 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"/>	X	<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 type="checkbox"/>	X	<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 type="checkbox"/>	X
<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"/>	X	<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 type="checkbox"/>	X

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

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.

☐ Unsatisfactory

☐ Needs Improvement

X Proficient

☐ Exemplary

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

Each year the number of high quality staff in key positions has increased and the performance of those individuals has been a significant benefit to the overall management of the District. I am particularly impressed with the recently promoted Assistant Superintendent, the Business Manager, IT infrastructure development/management, and the Department Heads at the Middle and High Schools. Some weaknesses still exist at the Assistant Principal level but even at those positions improvement has been observed. Fiscal systems and the associated reports get better every year.

Examples of evidence superintendent might provide:

- ☐ 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
III-A. <b>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"/>	X	<input type="checkbox"/>
III-B. <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"/>	X	<input type="checkbox"/>
III-C. <b>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"/>	X	<input type="checkbox"/>
III-D. <b>Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

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

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.

☐ Unsatisfactory

☐ Needs Improvement

X Proficient

☐ Exemplary

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

The very positive developments within the District have been the result of an increased focus on the management and operations of the schools and support services. Differences on the School Committee, especially as they relates to the movement of the 8<sup>th</sup> grade to the high school, have put the Superintendent in difficult positions with some parents and other members of the community. Required personnel decisions, many of which related to budgetary constraints, have also had an impact on community relations. Nevertheless, the great Town Meeting support for the feasibility study related to the renovation/replacement of one of both of our elementary schools is a tribute to the increasing trust of the citizens of Wareham in our Superintendent. The next major step, the approval of a debt exclusion by Town voters, to fund almost 30% of the project cost will, however, be much more difficult and will require effective and routine planned and extemporaneous communications with the many stakeholders of the Town.

**Examples of evidence superintendent might provide:**

- ☐ 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: \_\_\_\_\_

# 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 type="checkbox"/>	X
<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"/>	X
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	X	<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"/>	X	<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"/>	X
<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"/>	X	<input type="checkbox"/>

**Overall Rating for Standard IV**

(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.

☐ Unsatisfactory

☐ Needs Improvement

X Proficient

☐ Exemplary

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

Improving the culture of any organization is a difficult and long term process. The very inclusive strategic planning process was a strong beginning to that effort as well as the significant strides that have been made in the creation of a constructive evaluation process that encourages high expectations and demands accountability. I am optimistic that this area will continue to improve and become a source of long term strength for the District as we all work to hire and keep the best staff possible and encourage parents to entrust the education of their children to Wareham Public Schools.

Examples of evidence superintendent might provide:

- ☐ 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: \_\_\_\_\_