

**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

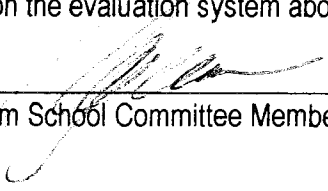
**Total Evaluation Score breakdown**

**Maximum total points 100**

<b>Goals and Objectives</b>	<b>40 points Maximum</b>	<u>34</u>
<b>General Responsibilities</b>	<b>60 points Maximum</b>	<u>51.5</u>
<b>Total Points</b>		<u>85.5</u>

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

\$ 1%

  
Wareham School Committee Member

Date

## Impact on Student Learning

Points -	Exemplary 9.0 - 10	Proficient 8 - 8.9	Needs Improvement 6.5 - 7.9	Unsatisfactory 0 - 6.4
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Rating (see point scale above) \_\_\_\_\_ X 2 = Score Total \_\_\_\_\_

## General Responsibilities

Standard I: Instructional Leadership -

Rating (see point scale above) 12.75

Standard II: Management & Operations -

Rating (see point scale above) 12.00

Standard III: Family & Community -

Rating (see point scale above) 13.20

Standard IV: Professional Culture -

Rating (see point scale above) 13.20

Score Total 51.15

## 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_	_	_12_
2. The Superintendent will support multiple resources designed to enhance, promote, and expand curiosity, creativity, and critical thinking skills (District Improvement)	_9_	_	_8_
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_
4. The Superintendent will increase the leadership capacity of educators in Wareham (Professional Practice)	_9_	_	_6_

**Goals and Objectives Total**

**Score Total** 34

**\*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:

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# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Kimberly B. Shaver-Hood

Evaluator: Melvin L. L...  
Name

[Signature]  
Signature

10-25-16  
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 type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" 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"/>

# 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 <input type="checkbox"/>	Moderate <input checked="" type="checkbox"/>	High <input checked="" type="checkbox"/>
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**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:**

# 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"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 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*):

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: \_\_\_\_\_

This is the second year that the Fast testing and its results as part of the evaluation. At this time, It appears that the process is providing the necessary information to both teachers and parents/ Guardians will be able to make sound and informed educational decisions. This past year, a math Pilot was chosen for K-6 with continuing support and training. The most important development in the educational process has been the practice of having all students having their own chromebook. In this age of technology, it is incumbent on any school system to provide students with the tools needed to succeed. Also, staff training has been and will be provided in all areas so the implementation of the technology will be smooth. It appears that the IB program is moving in the right direction for the high school. Further, the application for the Middle Years program has been submitted.

The most disappointing aspect of the year has been the inaction on the move of the 8<sup>th</sup> grade to the high school. For too many reasons, this move should have been made. Almost all of the reasons for the move would affect student learning in a positive

# 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

**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

☒ Proficient

☐ Exemplary

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

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: \_\_\_\_\_



This standard deals with the management of the district. This year, a new principal has been hired for the middle school. He comes to this district with exceptional credentials and qualifications. The situation in the middle school regarding discipline and climate must be addressed and changes must be made.

Once again, Michael MacMillan has proved to be a most valuable asset for this district. It is important that he continues in his position. In terms of contract settlement, custodians, bus drivers, cafeteria workers and Unit C have all been settled. The big challenge for the future will be Unit A.

Although there have been some personnel issues with individuals, the superintendent, both with and without legal consultation, has settled all matters.

There still seems to be some issues with the administration in special education. Any outstanding issues must be brought into line as that part of the district caused some issues with MCAS and the high school.

Once again, the budget process with the town will be a challenge. It will come within the superintendent's prerogative to recommend whether or not there will be staff cuts in order to meet contractual requirements. There has been a concerted effort to minimize the out of district placements.

# 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"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input checked="" 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

☒ Proficient

☐ Exemplary

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

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: \_\_\_\_\_

Performance rating for standard 3 comments:

2016

There is little doubt that the superintendent has the best interest of the students as the most important item on her agenda. Although there will always be a small group that feels that the needs of individual students are not met quickly enough, there are probably some mitigating factors involved. Overall, the superintendent fulfills her responsibilities as the public face of Wareham Public Schools in a professional and superior manner. She is available to parents/guardians without hesitation. Further, she attends both family and public events representing herself and the district. The interaction between administration and families becomes more important as technology becomes more available to more people.

The superintendent has expanded the global learning program to include the current relationship with schools in China. Although, on its face, it may appear that this is not helpful to our students and the district, any exposure our students receive regarding other cultures is educational. Also, the tuition and expenses are being paid by the Chinese non-profit organization.

# 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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"/>

**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

☒ Proficient

☐ Exemplary

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

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: \_\_\_\_\_

Performance rating for standard 4 comments:

2016

There is no question that the superintendent strives for high standards in all areas of the education of the students of Wareham. Unfortunately, not all members of the educational community seem to be reaching for this lofty goal. This district has an evaluation process in place to determine whether or not the educators in the district share the vision of high and rigorous standards for the students. There have been special education issues at the high school that have been resolved. These issues caused the high school to lose its level one rating. The middle school has shown growth, but its rating has not changed.

The superintendent promotes the concept of all educators being life long learners through professional development. This is evidenced by the number of Wareham educators that take part in the Cape Cod Collaborative All-Cape in service day. Further, the superintendent makes it well known that substandard educational practices will not be allowed in Wareham and she supports the various evaluators in the buildings when substandard practices are observed.

When dealing with some 300 employees and parents and guardians of some 3200 students, conflicts are inevitable. These conflicts have been resolved in as timely a manner as possible.