

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Becky McFall

Evaluator: Lincoln School Committee

Name

Becky McFall
[Signature]

Signature

6/4/15

June 4, 2015

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

3

2

Step 4: Rate Impact on Student Learning (Check only one.) N/A for 2015

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:

See attached

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
Professional Practice						
1	Establish a regular meeting (Principal Group) that includes the Principals, Preschool Coordinator, Asst. Superintendent, and Superintendent to discuss leadership practices, share best practices, and develop consistent models in a variety of areas such as discipline, developing faculty collaboration, data analysis community building, calibration of evaluation practices, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Establish a set of universal indicators to monitor the growth and achievement of students in the areas of Math and English Language Arts. Use these indicators to monitor student results at a district and school level, including information disaggregated by "high needs" subgroups including race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Develop an understanding of teaching, learning, and school culture based upon the feedback provided by students in grades three through eight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Improve instructional practices by providing opportunities for faculty collaboration and instructional growth through the participation in Peer Observation practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
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. Curriculum: 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"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
I-C. Assessment: 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"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <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

☒ **3 Proficient**

☐ **2 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:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Goals progress report | <input type="checkbox"/> and progress reports | <input checked="" type="checkbox"/> Analysis of student feedback |
| <input checked="" type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Analysis of staff evaluation data | <input checked="" type="checkbox"/> Analysis of staff feedback |
| <input checked="" type="checkbox"/> Analysis of district assessment data | <input checked="" type="checkbox"/> Report on educator practice and student learning goals | <input checked="" type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input checked="" type="checkbox"/> Sample of district and school improvement plans | <input checked="" type="checkbox"/> Student achievement data | <input checked="" type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |

☐ Protocol for school visits

☐ Other: _____

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: 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"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
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 for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <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

☒ 4 Proficient

☐ 1 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:

- ☒ 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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	<input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>
III-B. Sharing Responsibility: 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"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>
III-C. Communication: 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 type="checkbox"/>	5 <input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <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

☐ 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:

☒ 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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>
IV-F. Managing Conflict: 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"/>	3 <input type="checkbox"/>	2 <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*):

See attached

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Goals progress report | <input checked="" type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Analysis of staff feedback |
| <input checked="" type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input checked="" type="checkbox"/> Samples of principal/administrator practice goals |
| <input type="checkbox"/> Staff attendance and other data | <input checked="" type="checkbox"/> Presentations/materials for community/parent meetings | <input checked="" type="checkbox"/> School committee meeting agendas/materials |

- ☒ Sample of leadership team(s) agendas and materials
☐ Analysis of staff feedback

☐ Other: _____

Comments from Evaluators

Overall Comments

"I never cease to be amazed at the work Becky is doing. Her thoughtfulness and progressive, caring approach is really moving the district towards where we want to go. Every issue or conflict she is presented with she carefully considers before moving forward and then her approaches are fair, balanced and intelligent. She understands people and cultures and we are so incredibly lucky to have her."

"The Superintendent's goals were presented to the School Committee, they were discussed and in my opinion she has done an excellent job of meeting those goals. The setting of goals and a review of the results as executed by Ms. McFall are exemplary. The goals establish standards and the reviews make it possible to examine the results against those standards. Suggestions to improve performance are based on actual data points previously established."

"Why I believe an [overall] "Exemplary" rating is justified: Becky has handled a huge workload and several difficult distractions without ever losing focus on what matters most. She has created an open, supportive and ethical culture, she is starting to gain traction in the effort to improve curriculum and especially instruction, she has continued the active recruiting of talented educational leaders, and she has restored community confidence in the quality of the schools. Beyond that, she is restoring Lincoln's reputation as a model district, as a source of educational innovation and leadership where the best people want to work."

"Overall I am grateful for Dr. McFall to be leading Lincoln's educational community. The qualities that stand out the most for the impact they have include:

- Her commitment to the Strategic Vision and Plan, and core values
- Her efficacy in leadership (in modeling the way, inspiring a shared vision, driving accountability, and enabling others to act)
- Her poise and unparalleled commitment and accountability to all aspects of the job,
- Her engagement of both the community and the staff

I believe that Dr. McFall additionally brings out the best in the administration and educational staff. Lincoln is very fortunate to have Dr. McFall as a leader and member of our community."

"A real strength of Becky's leadership this year has been the articulation and communication of her educational vision to both the school community and wider Lincoln community (Standards I, III, IV). There were many venues in which Becky furthered this conversation. First, her work with her Administrative Team was focused on authentic learning and cognitive demand. This focus has been disseminated through her team to each school, and presentations throughout the year by central office administrators, principals and the pre-School coordinator demonstrated that educators are creating authentic, highly engaging learning experiences for their students. Professional development time has been dedicated to these topics at the building level. This is long-term work that does not always feel linear. It is process-driven and requires ample time for our professionals to plan, collaborate, and reflect, but the trajectory on which Becky is leading us is clearly outlined in the work done to date and in the draft 2015-16 District Strategic Plan.

Second, Becky's role as co-Chair of the School Building Advisory Committee was centered on her educational vision, and her leadership and clarity of vision helped the SBAC build community understanding of the intersection of teaching, learning, and the built environment. Becky's clear, informative presentations during SBAC meetings, public forums, and State of the Town addressed concerns some citizens had expressed about a perceived lack of district vision and the necessity to invest in "bricks and mortar." The SBAC consumed many hours of her time, but the result of Becky's tireless dedication to the process resulted in many individual community members expressing a renewed commitment to the Lincoln School, and overwhelming supporting votes for the school building project articles that were presented at the 2015 Annual Town Meeting.

Finally, Becky has not only articulated a vision, but been willing to invite community feedback about where we are as a district. This includes exemplary work around student feedback surveys. She has been sought after by DESE as a presenter, and has been invited to write an article sharing the district's efforts at piloting the student surveys. In addition, Becky worked with a team of community members to develop, conduct, and analyze a community survey. In this work, Becky has set an example of what it means to be willing to solicit, absorb, and learn from feedback. This is not easy work. It allows us to celebrate all this is positive, and yet it also invites uneasiness, fear, and competition. We will need to be supportive of Becky and her team as they work through the complicated impacts of the information gathered.

For Consideration: We know that coaching and supervision is a part of the job which Becky enjoys, at which she is skilled, and on which she places a high value. In some of the feedback comments from the administrative team, we hear that they would like her to be able to spend more time in the buildings and in direct collaboration and coaching. Responsibilities such as the SBAC, intense community outreach, personnel issues, etc., have diminished her ability to spend as much time as she, and her team, would like in classrooms.

There are a number of new administrators in the district, and a new one will begin in a few weeks. This is an intense community, and we all contribute to the intensity. If we want this changing team to be successful, we must support Becky as she cultivates and supports her administrators. Somehow we must help her find appropriate ways to step back from other aspects of her job so that she can spend more time in schools and with educators (clearly established schedule for, and reduced number of, community meetings?).

As a start, I am making a plea to all of us--parents, educators, administrators, students, and community members: We are all teachers and all learners. There is so much happening that is positive and inspiring, and there are more great things we want to achieve. If we want our students to be creative, persistent, and resilient in their social and intellectual lives, we all have to allow ourselves, and each other, to take risks, to try new ideas, to make mistakes, and to take time to reflect. Becky has spent a lot of time and done exemplary work building ties with the community. As a community, I hope we will reward her by taking a half step back, giving her team some breathing room, and allowing Becky to support and cultivate her talented and changing team."

Standard I

"Becky's commitment to bringing teachers and administrators towards high cognitive demand for all students shows in the great progress she's implemented this year. The culture of instruction is truly beginning to change in the schools."

"Expressions of appreciation for [her]supervision, direction and leadership by faculty and administrators were frequent."

"Becky's leadership in the effort to improve the Educator Evaluation System has been inclusive and intelligent. As she gets a firmer grasp on the tools to improve instruction, we should start to see significant improvements."

"Dr. McFall has been exemplary in piloting the incorporation of student feedback into development of professional staff; I welcome not only the collection of the data but the use of that information to positively impact the growth of the staff. I further applaud Dr. McFall for engaging the administration in the efforts as well as sharing 'lessons learned' with the wider educational community."
Clear strengths were Becky's focus on authentic learning and cognitive demand and her clear articulation of an educational vision. The vision is reflected in the development of the District Strategic Plan. Becky modeled collaboration and feedback collection and integration in her work with the School Committee, Admin. Team, and the public. She led extensive public input opportunities such as the Strategic Priorities Community Forum, the community survey, and the input sessions related to the Lincoln K-4 principal search. Another strength was her support for the Asst. Superintendent's implementation of the pilot Peer Observation program, which had very positive reviews from the faculty involved."

Standard II

"Thank you for working so hard to fit into the budget some initiatives that we felt were really important to the progress we want to make as a district. Also, amazing job coaching faculty through stumbling blocks to create a cohesive team!"

"Faculty and administrators made special efforts to both express appreciation for the Superintendent's evaluations [and] sought her out for other suggestions. Particular emphasis on her comprehensive planning and fiscal execution and supervision was sought and received."

"The hiring of a new principal is the latest in a string of successful recruiting efforts by Becky. She is attracting very strong educators. For those of us who have gotten to know Becky over the last three years, it is not surprising that a lot of experienced and talented people want to join the team."

"Dr McFall is clearly a strong leader and has excellent management and operational skills. I was particularly impressed by the maturity and poise she displayed while navigating towards an effective budget, with so many challenging decisions to make and conflicting interests to resolve in order to get there."

"Becky collaborated with the School Committee to make the budget process even more open and transparent, so that community members understand the process and the places where public input is crucial. Becky has had to manage a number of situations requiring a close understanding of the law and contracts, and has done so in a fair and responsible manner."

Standard III

"The amount of time Becky takes to communicate with the community and build a shared vision is astounding. She has effectively gotten the buy-in of disparate stake holders and has convinced them to work towards common goals. The dialogue in the larger community is changing as a direct result of her leadership."

"Parent comments were regularly sought out and regularly provided. Special efforts are made on a regular basis to meet with parents and their ideas and suggestions are encouraged. Serious efforts are made to include these ideas."

"One of the great success of the year has been the communication of the educational vision during the school building conversations. Overall, there has been a very high level of openness and inclusion, which has strengthened community decision-making and bolstered the image and effectiveness of the schools."

"Dr. McFall has gone above and beyond in finding numerous channels to engage the community on issues of interest and concern. Appreciation for this is clearly evidenced by sample feedback from the community and recognition of her tireless attendance and commitment to community sessions."

Furthermore, Dr. McFall's skillful execution of the strategic process, with a focus on student engagement and the prudence to establish priorities across the 'Strategic Priorities', is instrumental in moving Lincoln forward towards its District vision."

"This standard was a strong focus of the year's work, and was an area of strength in Becky's work: Her work with the SBAC, her implementation of student feedback and community surveys, and her transparent communication around the budget process were exemplary highlights."

Standard IV

"Becky always goes above and beyond in reaching out to all groups involved and fairly balancing opinion. She models great communication and a cultural shift has occurred in the buildings/community at large. Holding a PD for teachers on using the Student Feedback Survey was amazing."

"Requests for her papers are regularly requested from outside the district. She works diligently to resolve disagreements before "grievances" are filed."

"Becky has demonstrated many strengths in this area. One highlight: Her leadership in the pilot of the Student Feedback Survey, providing important guidance at the state level and helping Lincoln teachers focus on the value."

"I was very impressed by the strength of her and the administration's feedback. As well I was impressed at how peer-to-peer PD program is setting the standard for continuous learning. I very much welcome and appreciate the continued commitment to the shared vision and use thereof, as well as the use of core values in regular communications."

"Again, this was a huge focus of the year's work, and all the previously discussed examples apply. This was an exemplary standard."