



# LINCOLN PUBLIC SCHOOLS

BALLFIELD ROAD

LINCOLN, MASSACHUSETTS 01773

<http://www.lincnet.org/schoolcommittee/index.html>

## School Committee

Tara Mitchell  
Chairperson

Peter Borden  
Vice Chairperson

Trintje Gnazzo

Adam Hogue

Susan Taylor

To: School Committee Members  
Dr. Becky McFall, Superintendent  
From: Tara Mitchell  
Re: Formative Assessment Process  
Date: January 5, 2021

It is the responsibility of the Lincoln School Committee to evaluate the performance of the superintendent using the Massachusetts Model System for Educator Evaluations. We will do this utilizing the Indicator Rubric for Superintendent Evaluation that was piloted last year by DESE.

The evaluation system uses a 5-step cycle: self-assessment; goal-setting and plan development; implementation; formative assessment; summative evaluation. In September, Dr. McFall drafted an Annual Plan that focused on four goals, each with defined benchmarks and measures. We approved the plan (step 2), and Dr. McFall began implementation (step 3).

In January, we will have a formative assessment (step 4) conversation with Dr. McFall. This is the opportunity for us to reinforce the positive aspects of the Superintendent's leadership and provide specific feedback about areas that we believe require additional focus. Attached are policies CBI and CBI-R which we revised last year. Using those policies, the 2021 timeline for the Formative Evaluation is as follows:

- *January 28, 2021:* Dr. McFall will provide a mid-cycle summary of her progress toward attaining the goals laid out in her Annual Plan.
- *February 11, 2021:* The Administrative Team will provide a mid-year summary of progress on the District's Strategic Priority Initiatives.
- *February 11, 2021:* In conversation with Dr. McFall, we will reflect on her progress to date as evidenced by the mid-cycle updates presented, recognize demonstrated strengths, and suggest areas for attention. Any known issues that require remediation should be brought forward now so that there is time for them to be addressed, and so that there are "no surprises" when the summative evaluation (step 5) is completed in May/June.
  - Prior to the meeting, we should review the evaluation rubric so that we can identify any additional information we would like Dr. McFall to provide during the course of the year and in preparation for the summative evaluation.
  - Written feedback is not expected during the formative evaluation unless we deem it necessary to record specific information for inclusion in Dr. McFall's file.
  - We will identify any further supports that the School Committee can provide to the superintendent.
  - Discussion of possible salary adjustments will be conducted in executive session.



# LINCOLN PUBLIC SCHOOLS

## Annual Superintendent Evaluation Timeline

| Month            | Action   | Tasks and Responsibilities   |
|------------------|--|--|
| Early June       | Establish District goals   | The Administrative Council and School Committee collaborate to establish the District Goals.   |
| Late June        | Superintendent presents outline of Annual Plan for School Committee approval                                   | Superintendent develops goals for the upcoming school year based on end of cycle evaluation and established District Goals.  |
| September        | Superintendent presents Annual Plan for School Committee final approval  | The superintendent works in collaboration with the School Committee to develop the superintendent's Annual Plan.   |
| Early January    | Mid-cycle progress report on District Goals and the superintendent's goals presented to the School Committee*  | Superintendent prepares a mid-cycle report on progress toward attaining goals set forth in the Annual Plan.  |
| Mid-January      | Mid-cycle review**   | School Committee Chair leads the mid-cycle goals review meeting.   |
| February / March | Contract negotiation   | Superintendent and School Committee collaboratively develop the Superintendent's contract.   |
| Mid - May        | End-cycle progress report on District Goals and performance on the Standards presented to the School Committee | Superintendent prepares an end of cycle report on progress toward attaining goals and performance on the Standards.  |
| End of May       | End of cycle review  | Superintendent actively participates in the end of cycle evaluation meeting.<br><br>School Committee develops a Summative Evaluation Report and ensures that it contains accurate information and appropriately reflects the individual performance of the superintendent. |

\*In 2012 – 2013 mid-year goal reports will take place in February as indicated on the SC long-term agenda. Work plan timelines have been developed with this in mind.

\*\*2012 – 2013 Mid-Cycle Review will focus on the Superintendent's entry plan



Lincoln Public Schools  
Lincoln, MA 01773

---

## EVALUATION OF THE SUPERINTENDENT

Evaluation of the Superintendent is one of the fundamental responsibilities of the School Committee. The School Committee believes that a well-designed performance appraisal contributes to good education by ensuring effective governance and management of the schools and allows educational leaders to continually improve their practice.

The School Committee and Superintendent will annually develop a set of performance objectives based on the needs of the school district and in keeping with state regulations for evaluation of the Superintendent. The Superintendent's performance will be reviewed in accordance with specified goals and standards.

Through the appraisal of the Superintendent, the School Committee will strive to accomplish the following objectives:

1. Ensure that the Superintendent is working effectively to achieve the District goals;
2. Establish priorities that provide the Superintendent with specific direction;
3. Clarify the School Committee's expectations about the role of the Superintendent;
4. Clarify the Superintendent's expectations about the role of the School Committee;
5. Provide the community with a public model of the evaluation system that is used privately for the evaluation of all the professionals in the District;
6. Improve understanding of the daily responsibilities and pressures of the Superintendent's job;
7. Support effective administrative leadership in the schools;
8. Afford School Committee members an opportunity for assessment of District and School Committee performance;
9. Identify problems and possible solutions;
10. Produce a written record of the Superintendent's performance.

All School Committee discussion and deliberation related to the Superintendent's performance evaluation shall be conducted in open session in accordance with the open meeting law. The evaluation of the Superintendent will be carried out in accordance with guidelines from the Department of Elementary and Secondary Education.



Lincoln Public Schools  
Lincoln, MA 01773

---

The timeline and procedures for evaluating the Superintendent are outlined in policy *CBI-R: Procedures for the Superintendent's Evaluation*.

Ref: CBI-R

Adopted at School Committee Meeting of February 22, 1982  
Reaffirmed at School Committee Meeting of December 17, 1984  
Revised at School Committee Meeting of March 6, 2014  
Revised at School Committee Meeting of December 17, 2020



LINCOLN PUBLIC SCHOOLS  
Lincoln, Massachusetts

---

### PROCEDURES FOR SUPERINTENDENT'S EVALUATION

The Department of Elementary and Secondary Education provides guidelines for the annual evaluation of the Superintendent's performance. The School Committee has established the following timeline for this evaluation process in order to respect the DESE guidelines in a manner that makes sense for the district and for the management of the Superintendent's workload.

Specifically, the School Committee aims to integrate the district goals with the Superintendent's goals; and, in setting the September deadline for the completion of the Superintendent's Annual Plan, the School Committee wishes to allow the Superintendent the time to incorporate the conclusions of one year's Summative Evaluation in the establishment of the following year's goals; and, in identifying a subset of Focus Indicators from the complete Evaluation Rubric, the School Committee will further identify and emphasize its priorities for the school year, and it will reduce the amount of work necessary to document the Superintendent's performance.

Accordingly, the timeline that the School Committee will follow every year to evaluate the Superintendent's performance is as follows:

Late May/

Early June: The Administrative Council and School Committee collaborate to establish the District Goals.

Late June: 1) The Superintendent develops personal goals for the upcoming school year based on Summative Evaluation and established District Goals.  
2) The outline of the Annual Plan is presented to the School Committee for feedback.

Early

September: The School Committee and Superintendent collaborate to identify six to eight Focus Indicators (at least one for each Standard) from the DESE Superintendent Evaluation Rubric, and to determine relevant measures of achievement of the Superintendent's goals and of performance on the identified priorities.

Mid

September: The Superintendent presents a complete Annual Plan, which includes the Superintendent's professional goals and the School Committee's evaluative priorities/Focus Indicators, to the School Committee for final approval.

Early

January: The School Committee reviews the Annual Plan and the DESE evaluation rubric and asks the Superintendent for information that clarifies work on goals, standards and elements beyond the information provided by regular reports or observable information.

Mid

January: Mid-Cycle/Formative Review

- 1) The Superintendent prepares a mid-cycle summary of progress toward attaining goals set forth in the Annual Plan.
- 2) The School Committee Chair leads the mid-cycle review meeting.
- 3) The School Committee votes on whether or not it is appropriate to consider an increase in compensation as part of contract negotiations with the Superintendent.

February/

March: According to the outcome of the vote, the School Committee begins discussions with the Superintendent regarding her/his annual compensation, and details of her/his agreement, if applicable. It is the intention of the Committee that the compensation agreement be completed by the Annual Town Meeting.

Mid-May: The Superintendent prepares an end-of-cycle summary of progress toward attaining goals and performance on the Standards.

End-May: Summative Evaluation: The School Committee Chair asks each member to complete relevant end-of-cycle forms. Based on member input, the Chair develops a Summative Evaluation Report and ensures that it contains accurate information and appropriately reflects the individual performance of the Superintendent. An overall summative rating, which is reported to the state, will be assigned as part of the Summative Evaluation.

The Superintendent may actively participate in the end-of-cycle evaluation at a regularly scheduled School Committee meeting.

Ref: <http://www.doe.mass.edu/edeval/>

Approved at School Committee Meeting of March 5, 1984  
Reaffirmed at School Committee Meeting of January 21, 1985  
Revised at School Committee Meeting of March 6, 2014  
Revised at School Committee Meeting of December 17, 2020

*Approved at School Committee meeting of October 22, 2020.*



**Lincoln Public Schools**  
Ballfield Road  
Lincoln, MA 01773  
781-259-9409 • FAX: 781-259-9246  
[bmcfall@lincnet.org](mailto:bmcfall@lincnet.org)

**Rebecca E. McFall, Ed.D.**  
Superintendent of Schools

### **Superintendent's Annual Plan for Evaluation**

The goals identified for the Superintendent's Annual Plan 2020 - 2021 for evaluation are aligned with the recommendations set forth in the Massachusetts Model System for Educator Evaluation, Part VI: Implementation Guide for Superintendent Evaluation. The identified goals are also aligned with the District Strategic Plan.

#### **Goal 1:**

**Develop and implement plans for district and school operations under COVID-19 pandemic conditions. Create contingency plans for changing models as dictated by COVID-19 conditions.**

#### **Key Actions:**

Organize and facilitate the LPS Education 2021 Task Force to develop plans for reopening our schools for the 2020 – 2021 school year.

Support Working Groups to develop plans, processes, and protocols and ensure that they are vetted by stakeholders and implementation plans are created.

Communicate with stakeholders, including the Lincoln Educators Association, regularly to gather input and ensure transparency of processes and decisions.

Support and guide Administrative Team in the development of reopening implementation plans, including hiring of all staff, processing of medical needs, and assignment of staff to in-person and remote roles.

Engage with School Committee and the Lincoln Educators Association to problem-solve guidelines and expectations for school operations under COVID-19 conditions and document these outcomes in a Memorandum of Understanding.

Monitor and adjust our in-person and remote instructional models for efficiency and effectiveness.\*

Monitor financial impacts of COVID-19 operations and adjust funding as required. Maintain regular communication with the School Committee related to the district's financial outlook for 2020-2021.\*

Develop budget scenarios for 2021-2022.

Provide regular communication to the LPS community on the state of our schools and district regarding the status of health and safety, operations and finance, and instruction.\*

#### **Outcomes:**

- Create LPS 2020-2021 Reopening Plan

*Approved at School Committee meeting of October 22, 2020.*

- Develop a Memorandum of Understanding with the Lincoln Educators Association covering areas of operation impacted by COVID-19 conditions
- Develop and present preliminary budgets for various possible district operational models for 2021-2022

**Measures:**

Schools are able to continue operations both in-person and remotely without interruption. This implies that we are able to effectively transition from current models to a full remote model if necessary or to another depending upon COVID-19 conditions in our state and local communities.\*

Periodic data gathering from faculty, families, and students in various ways. i.e., survey, focus groups, public forums, unsolicited feedback, etc.\*

Appropriate management of funds and budgets to ensure the district continues to operate within our means, barring unforeseen circumstances.\*

Health and Safety protocols are carried out appropriately in regard to persons who are symptomatic, test positive, or have been in close contact with a person who tests positive for COVID-19.\*

**Goal 2:**

**Work with the District Administrative Team to develop and implement plans for becoming an Anti-racist District.**

**Key Actions:**

- Constitute the District Anti-racism, Inclusion, Diversity, Equity (AIDE) Advisory Group with representatives of all district stakeholder groups
- In collaboration with Assistant Superintendent, Jess Rose and METCO Director, Marika Hamilton participate in AIDE leadership development provided by NCBI facilitators.
- Provide a variety of professional development and learning opportunities for faculty and staff throughout the school year.
- Collaborate with the Town and community organizations to create synergy across our communities related to AIDE learning and development.
- Engage in my own learning about AIDE and support the administrative team's development in order to better serve our students, families, and staff.
- Develop a multi-year strategic plan

**Outcomes:**

- Advisory Group formed
  - agreed upon mission statement for the group written, a vision for the district re: Anti-racism & DEI recommended to AC Leadership Team
- Advisory Group trained in NCBI train-the-trainer model
- Comprehensive assessment/equity audit conducted, prioritized recommendations, and report made to encapsulate findings
- PD trainings for faculty /staff
- Learning opportunities for students, parents, and community
- Development of a multi-year strategic plan
- Stakeholders report via multiple measures the results of our work in terms of personal growth, actions taken at the school, district, and community levels, and impact for students and staff.

**Measures:**

- Periodic data gathering from LPS employees, families, and students in various ways. i.e., survey, focus groups, public forums, unsolicited feedback, etc.



*Approved at School Committee meeting of October 22, 2020.*

**Goal 3:**

**Continue work within the district and with SMMA, Consigli, Daedalus, and the School Building Committee and community members to move the Lincoln School building project forward through the construction phase.**

**Key Actions:**

- Working closely with the administrative team and SMMA, monitor the progress of the Lincoln School renovation/construction project.
- Represent the school district in School Building Committee meetings and at community events regarding the educational needs of our students and the district.
- In concert with the SBC Outreach group, communicate the progress of the Lincoln School building project to the Lincoln School community and keep the school community informed of steps to be taken related to construction and the opening of the grade 5-8 portion of the Lincoln School in the fall of 2021.
- Facilitate operational planning with the Lincoln School principals and key district leadership involved with managing the project.

**Outcomes:**

- Phase 1 construction of the Lincoln School is completed within the allocated timeline and budget.
- The community is informed about the project and has clear understanding of the steps being taken and the schedule and process for construction over this school year and into the 2021 – 2022 school year.

**Measures:**

- The Lincoln School Project remains on schedule and on budget.
- School operations are impacted as little as possible by the construction.
- Plans are in place for the transition into Phase 2 of construction.

**Additional Key Areas of Focus:**

- FY22 Budget Development
- Lincoln Education Support Professionals Collective Bargaining
- Development of Draft Portrait of a Learner for next stage of stakeholder vetting

## DRAFT Indicator Rubric for Superintendent Evaluation

---

*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

**The 2019-2020 Rubric Pilot.** DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at [cabbott@doe.mass.edu](mailto:cabbott@doe.mass.edu).

**STANDARD I: Instructional Leadership**

*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   |
|------------------|--|--|---|---|
| I-A: Curriculum  | Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).   | Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.   | Monitors and assesses progress across all schools and content areas to <b>ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</b>   | Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.  |
| I-B: Instruction | Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning. | Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district. | Monitors and supports principals and instructional staff through observations and feedback to <b>ensure that instructional 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.</b> | Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback. |

|                        | Unsatisfactory  | Needs Improvement   | Proficient   | Exemplary  |
|------------------------|---|---|--|--|
| <b>I-C: Assessment</b> | Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.  | Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.  | Monitors and supports principals and instructional staff through observations and feedback to <b>ensure 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.</b>  | Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student’s learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators’ efforts and successes in this area. Models this practice for others.   |
| <b>I-D: Evaluation</b> | Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> <li>• Administrators’ goals are neither SMART nor aligned to school and/or district goals, and/or</li> <li>• Administrators rarely provide quality supervision and evaluation to other staff; and/or</li> <li>• Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.</li> </ul> | Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> <li>• Some administrator goals may not be SMART or aligned to school and district priorities; and/or</li> <li>• Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or</li> <li>• Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.</li> </ul> | <b>Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,</b> as evidenced by: <ul style="list-style-type: none"> <li>• Support to all administrators in developing SMART goals aligned to school and district priorities,</li> <li>• Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and</li> <li>• Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul> | Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> <li>• Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community;</li> <li>• Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff;</li> <li>• Frequent observations of and feedback to administrators on effective leadership practice.</li> </ul> Models this process through the superintendent’s own evaluation process and goals. |

|   | Unsatisfactory  | Needs Improvement  | Proficient  | Exemplary   |
|---|---|--|---|---|
| <b>I-E: Data-Informed Decision Making</b> | Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.   | Identifies multiple sources of evidence related to student learning to assess the district’s strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals. | <b>Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning.</b><br>Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals. | Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district’s strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community. |
| <b>I-F: Student Learning</b>              | <p><b>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</b></p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p> |  |   |   |

**STANDARD II: Management and Operations**

*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  |
|--------------------------|--|---|---|--|
| <b>II-A. Environment</b> | <p>Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.</p> | <p>Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.</p> | <p><b>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,</b> as evidenced by:</p> <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul> | <p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> <li>• orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess;</li> <li>• school and district buildings that are clean, attractive, welcoming, and safe; and</li> <li>• safe and supportive learning environments for all students.</li> </ul> <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p> |

|  | Unsatisfactory  | Needs Improvement  | Proficient  | Exemplary  |
|--|---|--|---|--|
| <b>II-B. Human Resources Management &amp; Development</b>  | Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students. | Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.                   | Monitors and supports the <b>implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice</b> , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> <li>Hiring and retaining a diverse workforce;</li> <li>Comprehensive induction supports for new educators;</li> <li>Job-embedded professional development aligned with district goals; and</li> <li>Distributed leadership opportunities to support educator career growth.</li> </ul> | Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district’s mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> <li>comprehensive induction supports for all new educators;</li> <li>job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and</li> <li>formalized distributed leadership and career growth opportunities.</li> </ul> Empowers all administrators to implement these systems consistently. |
| <b>II-C. Scheduling and Management Information Systems</b> | Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.  | Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice. | <b>Uses systems to ensure optimal use of time for teaching, learning, and collaboration</b> , as evidenced by: <ul style="list-style-type: none"> <li>school schedules that maximize student access to quality instructional time and minimize school day disruptions; and</li> <li>regular opportunities for administrators to collaborate.</li> </ul>   | Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.  |

|  | Unsatisfactory  | Needs Improvement  | Proficient   | Exemplary  |
|--|---|--|--|--|
| <b>II-D. Laws, Ethics and Policies</b> | Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.                 | May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.  | <b>Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines,</b> and provides the resources and support to ensure district-wide compliance.  | Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.   |
| <b>II-E. Fiscal Systems</b>            | Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee. | Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee. | <b>Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources;</b> and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget. | Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget. |



**STANDARD III: Family and Community Engagement**

*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 school and district.*

|                                      | Unsatisfactory   | Needs Improvement  | Proficient   | Exemplary  |
|--------------------------------------|--|--|--|--|
| <b>III-A. Engagement</b>             | Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families. | <b>Invites families to participate in the classroom and school community</b> , but efforts are limited or insufficient, leading to limited family involvement throughout the district.   | Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that <b>welcome and encourage every family to actively participate in the classroom and school community</b> , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.   | Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others. |
| <b>III-B. Sharing Responsibility</b> | Does not ensure that administrators are identifying student learning and development needs and working with families to address them.                        | Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools. | Monitors adherence to district-wide policies and practices that promote <b>continuous collaboration with families to support student learning and development both at home and at school</b> , as evidenced by: <ul style="list-style-type: none"> <li>the collaborative identification of each student's academic, social, emotional, and behavioral needs; and</li> <li>connecting families to the necessary resources and services within the school and the community to meet students' learning needs.</li> </ul> | Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.  |

|                               | Unsatisfactory   | Needs Improvement   | Proficient  | Exemplary  |
|-------------------------------|--|---|---|--|
| <b>III-C. Communication</b>   | Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards. | May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media. | <b>Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance</b> , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.                                 | Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.   |
| <b>III-D. Family Concerns</b> | Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.   | Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.   | <b>Addresses family concerns in an equitable, effective, and efficient manner</b> , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students. | Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others. |

**STANDARD IV: Professional Culture**

*Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

|   | <b>Unsatisfactory</b>   | <b>Needs Improvement</b>   | <b>Proficient</b>   | <b>Exemplary</b>   |
|---|---|--|---|--|
| <b>IV-A. Commitment to High Standards</b> | <p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. a failure to develop or articulate the district’s mission or core values; and</li> <li>2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.</li> </ol> | <p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> <li>1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making.</li> <li>2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.</li> </ol> | <p><b>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</b></p> <ol style="list-style-type: none"> <li><b>1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.</b></li> <li><b>2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.</b></li> </ol> | <p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> <li>1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making.</li> <li>2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues.</li> </ol> <p>Models this practice for others.</p> |

|                                   | <b>Unsatisfactory</b>   | <b>Needs Improvement</b>   | <b>Proficient</b>   | <b>Exemplary</b>  |
|-----------------------------------|---|--|---|---|
| <b>IV-B. Cultural Proficiency</b> | Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences. | Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences. | <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</b> , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff. | Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others. |
| <b>IV-C. Communications</b>       | Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.                                       | Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.  | <b>Demonstrates strong interpersonal, written, and verbal communication skills</b> , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.   | Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.   |

|                                  | <b>Unsatisfactory</b>  | <b>Needs Improvement</b>  | <b>Proficient</b>   | <b>Exemplary</b>  |
|----------------------------------|--|---|---|---|
| <b>IV-D. Continuous Learning</b> | Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.                                | Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.  | <p><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 instruction and achieve improved results</b>, as evidenced by:</p> <ul style="list-style-type: none"> <li>Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and</li> <li>Engaging in their own continuous learning to improve leadership practice.</li> </ul> <p><b>Models these behaviors in their own practice.</b></p> | Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: <ul style="list-style-type: none"> <li>Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and</li> <li>Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.</li> </ul> |
| <b>IV-E. Shared Vision</b>       | Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors. | Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community. | <b>Continuously engages all stakeholders in the creation of</b> (or commitment to) <b>a shared educational vision</b> focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. <sup>1</sup>   | Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.   |

<sup>1</sup> The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

|                                | Unsatisfactory  | Needs Improvement  | Proficient   | Exemplary  |
|--------------------------------|---|--|--|--|
| <b>IV-F. Managing Conflict</b> | Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities. | Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success. | <b>Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities,</b> while maintaining a commitment to decisions that are in the best interest of all students. | Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership. |

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Rebecca McFall 2020 - 2021

**Evaluator:** \_\_\_\_\_

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals (*Reference performance goals; 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 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 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 type="checkbox"/> Met | <input type="checkbox"/> Exceeded |

## Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

**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.

**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 type="checkbox"/> |
| Standard II: Management and Operations        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard III: Family and Community Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard IV: Professional Culture             | <input type="checkbox"/> | <input type="checkbox"/> | <input 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: 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*.

**Comments:**



# Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

| Goals                              | Focus Indicator(s)  | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                      | Exceeded                 |
|------------------------------------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Student Learning Goal</b>       | I-B: Instruction  | Create a common understanding of the district vision of high-quality instructional practices through consistent professional development for all faculty and administrators.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Professional Practice Goal</b>  | IV-E: Shared Vision   | Continue the development of our District Profile of a Learner  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 1</b> | II-A: Environment<br>III-C: Communication   | Continue work within the district and with SMMA, Consigli, Daedalus, and the School Building Committee and community members to move the Lincoln School building project forward into the construction phase.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 2</b> | II-D: Laws, Ethics, and Policies<br>II-E: Fiscal Systems                                  | Negotiate successor Lincoln Teacher Association and Department of Defense contracts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 3</b> | II-C: Scheduling and Management Information Systems<br>II-A: Environment, I-D: Evaluation | <ul style="list-style-type: none"> <li>Implement new schedules in all schools to create equity and consistency for students and staff and ensure that all students receive equal access to curriculum and programs.</li> <li>Open the new Hanscom Primary School (HPS) and support the new HPS principal.</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 4</b> | I-D: Evaluation<br>II-A: Environment<br>IV-E: Shared Vision                               | <ul style="list-style-type: none"> <li>Support the two Hanscom Principals and the Preschool Coordinator as they develop a PreK – 8 school for the first time.</li> <li>Support a new METCO Director and support the METCO team consisting of Director, Academic Advisor, Student Services</li> </ul>                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Coordinator and Principals as we re-establish the vision for METCO in the Lincoln School and community.

### Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership   | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|---|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decisionmaking<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |



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

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U   | NI                       | P                        | E                        |
|--|---|--------------------------|--------------------------|--------------------------|
| <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 measurable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/>  | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)               | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)   |   |                          |                          |                          |
|  | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                          |                          |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>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. | □ | □ | □ | □ |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>  |   |   |   |   |

## Superintendent’s Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U | NI | P | E |
|--|---|----|---|---|
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □  | □ | □ |
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □  | □ | □ |
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | □ | □  | □ | □ |
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □  | □ | □ |
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □  | □ | □ |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>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. | □ | □  | □ | □ |

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

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



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|   | U                        | NI                       | P                        | E                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/> |

|  |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> Focus Indicator (check if yes)  |                          |                          |                          |                          |
| <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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>   |                          |                          |                          |                          |