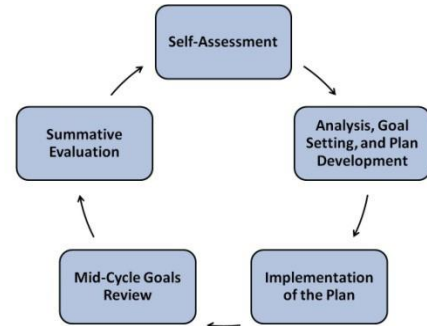


Superintendent's Evaluation Process

Annual Five-Step Cycle of Continuous Improvement

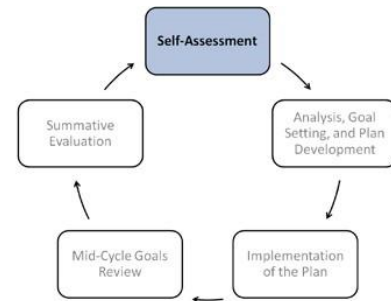
Under the regulations, evaluation is an annual process beginning with self-assessment and concluding with summative evaluation and rating of the educator's impact on student learning. It also is a continuous improvement process in which evidence from the summative evaluation and rating of impact on learning become important sources of information for the superintendent's self-assessment and the district's subsequent goal setting.



Step 1 Superintendent's Self-Assessment (This step was worked on with the Personnel Subcommittee. The "Superintendent's Plan" will be presented at the October 7 School Committee Meeting for discussion and, hopefully, approval)

1. The superintendent completes the self-assessment. ✓

Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and Indicators. The superintendent also looks at areas for improvement from his 2014-2015 evaluation.



2. The superintendent identifies professional practice and student learning goals. ✓

The superintendent used the self-assessment to identify goals to propose to the school committee. At least **one of the goals is related to improving student learning**, and **one is related to improving the superintendent's own professional practice**. For each goal, the superintendent identified key actions, timelines, and benchmarks that will be used to assess progress in achieving the goals.

3. The superintendent drafts two to four district improvement goals. ✓

In consultation with the Personnel Subcommittee, the superintendent drafted two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. **District Improvement Goals** in the Superintendent's Annual Plan are **taken directly from the District Improvement Plan, goal 3b and 4a**, as well as from the **Superintendent's Rubric, Standard III, Indicator A, Element 2 (III-A-2)**.

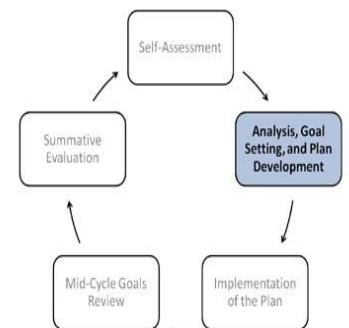
The superintendent combined the goals into a draft Superintendent's Annual Plan which the Personnel Subcommittee is recommending to the school committee tonight (10/7)

Step 2: Analysis, Goal Setting, and Superintendent Plan Development Meeting

Each of the following steps takes place at a public meeting.

1. The superintendent and school committee review the rubric. ✓

At the School Committee Meeting on 9/9, the Superintendent and School Committee reviewed the rubric that describes the Standards and Indicators for Effective Superintendent Practice at four levels of performance. The focus



of the rubric review was on the elements within each indicator. In collaboration with the superintendent, the committee (through the chair of the Personnel Subcommittee) asked the following questions:

- Are any revisions to the elements necessary to reflect the local district context? (**none were noted**)
- Are there any elements for which *Proficient* performance will depend on factors beyond the control of the superintendent? If so, how will those dependencies be accounted for in the evaluation process? (**none were noted**)
- Are there any standards, indicators, or elements that will be weighted more heavily than others by the committee in rating the superintendent’s performance at the end of the year? (**The SC identified 9 Elements from the Superintendent’s Rubric: I-B-2, I-B-3, I-E-1,I-E-2, I-E-3, III-A-2, III-C-1, IV-D-1,IV-F-3.**)

Evidence to support the Superintendent’s Rubric Elements SC chose to emphasize will come from

- “School Committee Requests for information to Monitor Progress Toward Goals 15/15” (in SC materials for 9/9),
- Evidence the superintendent provides to support his Professional Practice and Student Learning Goals (see Measurable Outcomes with Deadlines in the Superintendent’s Annual Plan), and
- Reports and presentations to the school committee.

2. The superintendent presents the proposed superintendent’s plan to the school committee. (10/7)

The superintendent meets with the school committee to present:

- Proposed professional practice and student learning goals
- Proposed district improvement goals
- Key actions, timelines, and benchmarks the superintendent proposes be gathered for the evaluation process

3. The school committee decides on the Superintendent’s Annual Plan. (10/7)

Following discussion of the superintendent’s proposed goals the school committee votes on the Superintendent’s Annual Plan.

Once adopted, the district improvement, student learning, and professional practice goals—and their associated key strategies, timelines, and benchmarks of progress—become the Superintendent’s Annual Plan.

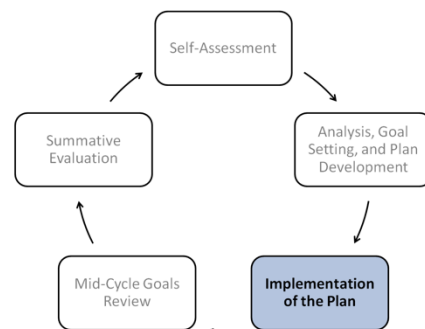
Step 3 of the Cycle: Plan Implementation and Collection of Evidence

1. The superintendent implements the plan.

The superintendent, in collaboration with the school committee, implements the plan.

2. The superintendent and school committee members individually collect evidence.

Superintendent. The superintendent collects evidence described in the plan and other relevant evidence from three categories: (1) observations and artifacts of practice; (2) multiple measures of



student learning, achievement, and growth; and (3) other relevant data, including (starting in 2013–14) student and staff survey data.¹

School committee. The school committee reviews evidence described in the plan and other relevant evidence at a public meeting.

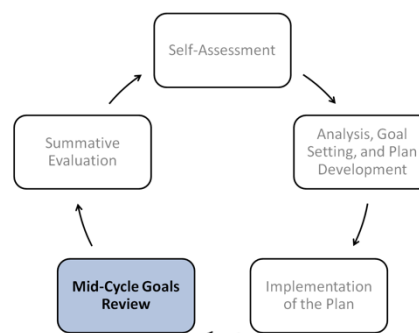
Examples of the evidence that may be most useful for superintendents and/or committee members to collect are included in the End-of-Cycle Summative Evaluation Report in Appendix B. For example, evidence may include:

- Mid-cycle and end-of-cycle reports on progress made on the goals
- School committee agendas, materials, and minutes
- Observations of the superintendent “in action” at school committee meetings, in forums with faculty, and in community events
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Staffing and enrollment analyses
- External reviews and audits
- Superintendent’s analysis of educator practice and student learning goals
- Samples of leadership team agendas the superintendent selects
- Reports about student and staff performance

Step 4 of the Cycle: Mid-Cycle Goals Review Meeting (February 2016)

1. The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent’s Annual Plan to present to the school committee for review. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.



2. The school committee and superintendent review the progress report at a public meeting:

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee

review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.