

End-of-Cycle Summative Evaluation Report: Superintendent

* Required

Evaluator *

mm/dd/yyyy

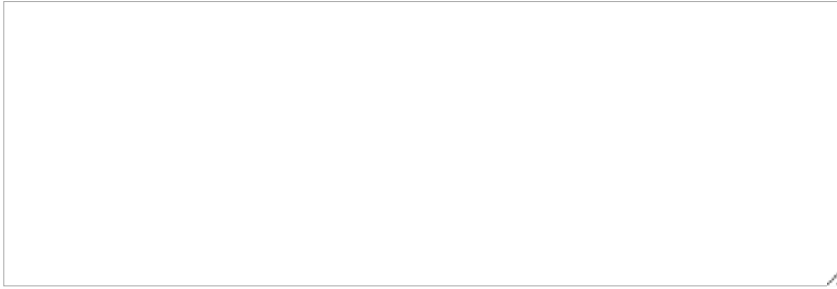
Section 1. Superintendent's Performance Goals

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 1: Professional Practice: By April 2014 the District will have a plan to address response to intervention for as a student whose cognition is on target, but can't or won't engage.

Self Evaluation (MET): The district has reviewed its existing District Accommodation Plan, I have reviewed it with our administrators and they have reviewed it with their Student Assistance Teams. We have made special note this year to make sure that accommodations noted on 504 plans, IEP's, and student success plans are followed through on all assessments, including class tests and district benchmark assessments. Additionally, I have lead a working group to look at interventions at the high school to address at risk students, intake to our high school/middle schools and support systems for successful transition. An outgrowth of this work was a recommendation for additional social workers and adjustment counselors to be responsible for intake, adjustment and daily monitoring of their transition. (See FY 15 Budget Approved by

School Committee on 3/11/2014) We have also expanded our enrichment opportunities and are in the process of revamping the former Extended Day into Extended Learning to become more of an ongoing enrichment opportunity. We have also expanded the Enrichment Academies.(1) <http://www.nrsd.net/index.php?id=478> (2) <http://www.nrsd.net/index.php?id=125>



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- Did Not Meet
- Some Progress
- Significant
- Met
- Exceeded

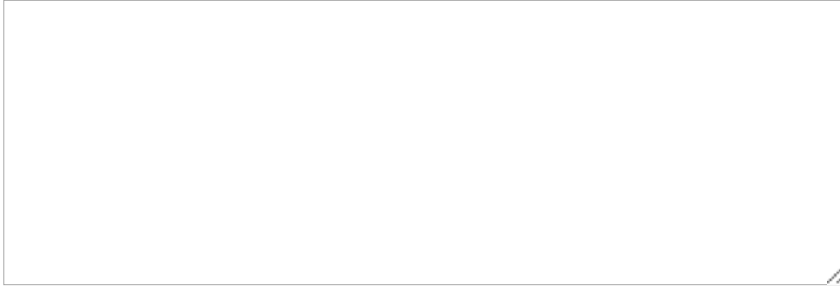
Goal 2: Student Learning: By August 2014, the district will be a Level I school district as measured the Massachusetts Accountability System.

Self Evaluation (Significant Progress): While we will not receive our official MCAS results until August 2014, we have a number of early indicators that we are making significant progress toward our goal to be a Level I District. For grades K -5 we conduct Aims Web Assessments and Benchmark assessments in Reading, Writing and Math. Similarly we have Benchmark Assessments in Writing for the middle school. All are trending with positive results. That is the majority of students are showing growth on these assessments. While there is not a direct correlation identified, we use these results to plan interventions. (3)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/Analysizing%20Data.pdf> All of our schools have formal intervention strategies to help students. They are delivered in the PK - 8 settings through PLUS classes and at the high school through the academic support center. The latter has evolved to become a more structured environment for progress monitoring of students not being successful in their academic class. I review student data each trimester with the principals and review the D's and F"s list with the high school principal and ascertain the status of strategies and plans for success for these students.

(4)<http://www.nrsd.net/assets/files/Superintendent%20Eval/Analyzing%20Data3.pdf>

Each of the principals meets with individuals and teams of teachers to discuss their students' performance on these assessments and for the grades that take MCAS, plans are made to intervene.

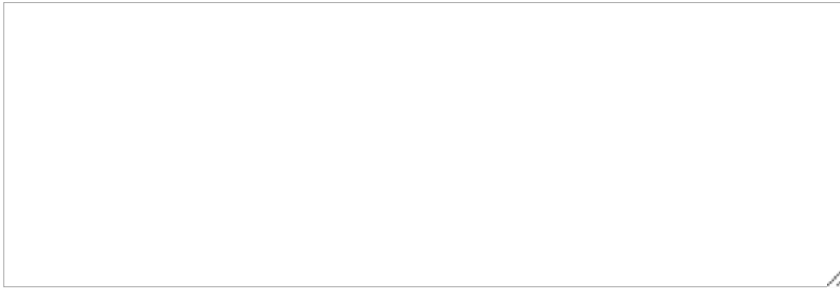


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- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Goal 3: District Improvement: By April 2014 the District will have a draft action plan for conversation with the communities about the needs, array of options and possible timeline(s) that could be supported at a future Town Meeting(s).

Self Evaluation (Exceeded): I am very pleased with our work toward this goal and believe I have accomplished a lot more than expected by this time. We have a methodology (5) <http://www.nrsd.net/assets/files/Superintendent%20Eval/NRHS%20Task%20Force%20Methodology.pdf> that will ensure a thoughtful dialogue and recommendations to address current and future needs. The committee is actively collecting data, including the plan to visit newly renovated or constructed buildings in the past five years. Our goal is to learn what space is needed to ensure that there will be a return on investment, looking at the academic, social, emotional and physical needs of our students. (6) <http://www.nrsd.net/assets/files/Superintendent%20Eval/NRHS%20Task%20Force%20Agenda.pdf>



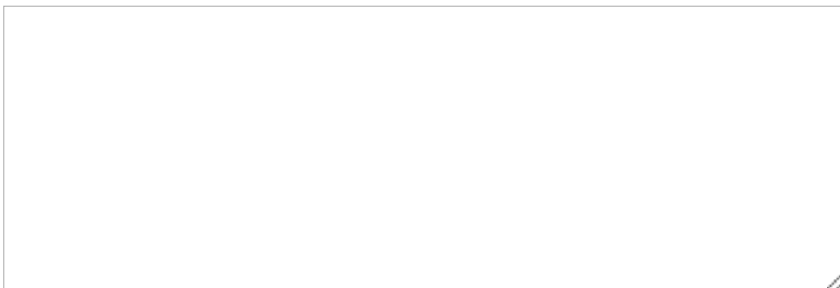
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- Did Not Meet
- Some Progress
- Significant
- Met
- Exceeded

Goal 4: District Improvement: By April 2014 the teacher, administrator and superintendent evaluation plan will be fully implemented.

Self Evaluation (Exceeded): This goal has been very rewarding because of the great conversation and results we are getting among educators. We have successfully written an evaluation handbook, reached consensus on the language for our contract, and are in the process of developing district determined measures. The latter is a very complex set of assessments that our teachers are designing that will inform their instruction by telling whether they are impacting student academic growth. They are working so hard on these during our staff development time and are doing great work. This is all done on professional development time, but many of them are using teacher made assessments already being used in the classroom. The key is to decide what one assessment all teachers will use who teach that particular course. I am very proud of this work and how our district is moving forward. (7)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/NRSD%20Draft%20Student%20Impact%20and%20DDM%20Protocol.pdf>



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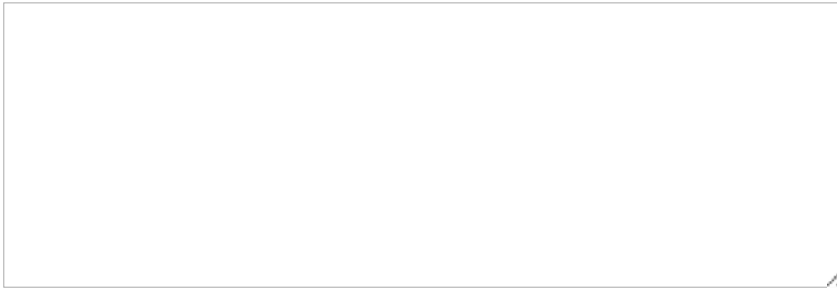
- Did Not Meet
- Some Progress
- Significant
- Met
- Exceeded

Goal 5: District Improvement:By April 2014, the survey results for district communication will be at or greater than 90%.

Self Evaluation (Met): Last year's information was above 90% and this year I have done several additional things. I responded to comments from our district survey by updating the website. I use school messenger more, and I post the Superintendent Reports regularly to keep people informed. I routinely review the school sites and provide feedback to principals about outdated or missing information. I have worked closely with principals about their own communication and believe each strives to be the most effective communicator possible. Our survey data should be in shortly. I have also begun a monthly cable show that is seen in all three communities. I am working closely with BATCO to develop more opportunities for kids and educators to use cable as a resource.

(8)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/NASHOBA%20NOW%20Episode%203.pdf>



*

- Did Not Meet
- Some Progress
- Significant
- Met
- Exceeded

Section 2. Superintendent's Performance Rating

for Standard I: Instructional Leadership

Check one box for each indicator and indicate the overall standard rating below.

I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured with measurable outcomes. *

Self Evaluation (Proficient): I ensure that all educators have current, effective and rigorous curriculum and to have the necessary resources to provide instruction. I am working closely with staff in Teaching and Learning to train and roll out the ATLAS Rubicon software which is a collaborative software where teachers can update, write and share their unit plans. We are ramping up the additional time needed to write new units of study, but staff have units of study. I am also working with the Principals to ensure that the units of study are being used, especially in the high school, where it is common to rely heavily on a single resource (textbook). This is in progress, and will take time as they have spent an enormous amount of their PD time on NEASC. The elementary units are in good shape and are shared on our Google Sites. These too will be updated and entered in ATLAS Rubicon as we move forward. (9) <http://www.nrsd.net/index.php?id=156> (10) <http://www.nrsd.net/assets/files/Superintendent%20Eval/Grade%206-8%20Math%20Resource%20Evaluation%20Tool%20-%20Phase%202%20%281%29%20%281%29.pdf>

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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. *

Self Evaluation (Proficient): Our new evaluation tool is focused on instruction and getting into classrooms to learn what the instruction looks like on a day to day basis. I have ensured that teachers have access to professional development that emphasizes high expectations and rigorous examination of our standards. (11) <http://www.nrsd.net/assets/files/Teaching%20and%20Learning/Summer%20Academy%20Brochure%202013.pdf>

- Unsatisfactory

- Needs Improvement
- PROFICIENT
- Exemplary

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 adjustment to their practice when students are not learning. *

Self Evaluation (Proficient): I believe we have a very robust assessment plan for our students. Our goal is to have assessment, formative and summative, inform instruction so that it is meaningful for everyone. I train our administrators to include looking at assessment, especially the data on a regular basis and to give feedback to teachers so that they know it is important. The following exhibit lists the assessments we are currently using and/or designing that principals are discussing with teachers and ensuring that they facilitate best practices in the classroom as a result. (12)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/Assessment%20Choices.pdf>

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provision. *

Self Evaluation (Exemplary): I am very proud of what we have accomplished this year as a district. We have been able to write a new handbook, negotiate language for our contract and to develop a strong teacher dominated committee to oversee our best practices. I am a facilitator of this group and it is the work I enjoy most. Article V of the contract was recently updated and is an artifact of this positive work.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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 schools and district goals and improve organizational

performance, educator effectiveness, and student learning. *

Self Evaluation (Exemplary): Data drives every decision I make. I use it in every aspect of the work that I do and try hard to model it for my administrative team as a way that they should lead. I think we do this very well as evidenced by the data teams that are part of our Response To Intervention, the analysis of student data we use to inform professional development and curriculum work and the use of educator surveys to inform the same and budget allocations. (13)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/Interventionist%20Summary%20Count.pdf>

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Overall Rating for Standard I: 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 school. *

Self Evaluation (Proficient): Overall, I believe that I am a strong education leader, that I promote learning results as the focus of our mission in our district. I point to my opening remarks to this year as evidence (14) <http://www.prezi.com/wwshagdbunv8/>

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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

Examples of evidence superintendent might provide:

- Analysis of classroom walk-through data

- Goals progress report
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Other

Section 3. Superintendent's Performance Rating for Standard II: Management and Operations

Check one box for each indicator and indicate the overall standard rating below.

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. *

Self Evaluation (Exemplary): I believe NASHOBA has very effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional, and social needs of our staff and students. We have routine health and wellness offerings to our staff, we use Akuity Software to determine cleaning routines to ensure cleanliness of our buildings, we have employee assistance programs for our staff for any emotional or social needs that they may have and we offer training for all of staff on health and safety codes to ensure they are current.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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. *

Self Evaluation (Exemplary): I have led the effort to ensure that our HR approach to hiring, evaluating and retaining our staff promotes a quality and effective practice. We have online applications and recruiting procedures (School Spring), all of our staff have online profiles for any of their HR needs (HRPortal), and we have a robust professional development program for all staff groups. Additionally, staff can individualize their training needs through conversations with their supervisor and we do our best to do it if we see there will be a district return on investment.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruption and distractions for school-level staff. *

Self Evaluation (Exemplary): We have moved to a totally online system for the scheduling of almost every aspect of our needs. Parent teacher conferences are online, building and grounds is done online, and student schedules are all done online. Our software is SIF compliant which means that it can talk to other software to ensure efficiency for data entry. We have an evaluation and student monitoring software online and are probably up to 75% capacity in its roll out. We also have a curriculum collaboration tool that is being incrementally rolled out due to other more immediate demands on our staff time. We are looking into a parent tool that would minimize impact of filling out paperwork each fall, too.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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. *

Self Evaluation (Exemplary): I am current on the understanding of the law and compliance requirements of the department of elementary and secondary education (DESE). I am not afraid to call people to ask their opinion and change mine when new information suggests that I should. I ensure that policies are current and that we follow

our collective bargaining agreement. We have a minimum of grievances annually, but more importantly, I encourage our principals and educator association to talk regularly as I do through labor management meetings.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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. *

Self Evaluation (Exemplary): I work hard to make sure that we have a needs based budget that supports the district's vision, mission and goals that allocates and manages expenditures consistent with our district improvement plan and the school improvement plans. I believe our district is appropriately funded. (See our FY 15 Budget and the slides from our February 1 Budget Workshop)

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Overall Rating for Standard II: 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. *

Self Evaluation (Exemplary): I believe my actions and results support the rating of exemplary; as I am a leader the promotes learning and growth of all of our students, and the success of all staff by ensuring that our buildings and work spaces are safe, efficient, and effective. Additionally, I work hard to ensure that staff in all departments have the appropriate resources to implement the curriculum, maintenance, and scheduling needed to meet their core objectives.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses
- 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/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other

Section 4. Superintendent's Performance Rating for Standard III: Family and Community Engagement

Check one box for each indicator and indicate the overall standard rating below.

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. *

Self Evaluation (Exemplary): I see all of my actions in person and in writing ensure that our families are welcomed in our classrooms and the wider school community. I actively seek out parent and community representation on our committees and support their attendance at meetings throughout our district. I point to our NRHS Task Force, and more recently the early childhood conversation about half day kindergarten. I want to

have parents engaged in the conversations that impact their children. Our school councils are excellent vehicles for this communication.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. *

Self Evaluation (Proficient); I continuously collaborate with families and community members to support student learning and development at home, school and in the community. I point to evidence such as attendance at Tri Town Meetings, Board of Selectmen and Advisory Meetings, School Council Meetings, and attendance at school events. What I think would bring me to exemplary is if this collaboration happened in a different order where by parents were brought in before decisions get made rather than how decisions should be implemented. While I strongly believe that the professional staff have to have the responsibility for making decisions, I think there is an information loop that needs to happen earlier so that we can respond to parent and community concerns in our decision making timelines.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. *

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. *

Self Evaluation (Exemplary): I address family and community concerns in an equitable, effective and efficient matter because I believe strongly in the golden rule that "what is done for one, must be done for all." I ask important questions that enable me to make informed decisions and of course having sound policy and written procedures helps.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Overall Rating for Standard III: 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. *

Self Evaluation (Proficient): I have rated myself as proficient because I promote learning and growth of all of our students and plan for the success of our staff by building effective partnerships with our families, community organizations and other stakeholders that support the mission of our schools. The most recent evidence of this is a decision for the district to manage the fields and grounds beyond at each campus. It is the right thing to do and is in the best interests of our students' safety.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement

activities

- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other

Section 5: Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and indicate the overall standard rating below.

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. *

Self Evaluation (Exemplary): I see this as the most critical activity of my role as superintendent. I am constantly talking to staff about how we have to collaborate to get better. The sum of the whole is stronger and smarter than the parts. This has been a focus of the education seminars that I have been running for the administrative team this year as we roll out the new evaluation system. (15)

<http://www.nrsd.net/assets/files/Superintendent%20Eval/Educator%20Evaluation%20Seminar%20February%202027.pdf>

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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, identifies, strengths, and challenges are respected.

Self Evaluation (Proficient): I believe I work to ensure that our policies and practices enable staff members and students to interact effectively in a culturally diverse environment where students' and staff diverse backgrounds are respected. As our

diversity grows it is becoming clear that we need more strategies for teachers in their classroom and more options for students who learn in a very different way. I have a group working on this now and hope to have some additional recommendations in the very near future.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. *

Self Evaluation (Exemplary): I demonstrate strong interpersonal, written and verbal communications with staff, parents, students and the community at large. I pride myself on being able to communicate a consistent message about expectations and about process so I lead by example. I believe our website is a great example of the communication model that I want out there representing our district. Additionally, I welcome feedback about my communication and appreciate when I get suggestions. I usually try to have everything I write proofread before it goes out to press. I work hard to make sure that the communication is seen as informative, not professorial or lacking a sensitivity to my audience. (see website)

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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. Model these behaviors in his or her own practice. *

Self Evaluation (Exemplary): I have nurtured over time a culture in which all of our staff must use data to inform their practice, that time to reflect is critical to ensure genuine connection between practitioner and student. I am always encouraging reading of articles with my principals, looking at best practices and how to lead the change process to adapt current practice to become a better more sustainable practice. I believe I model these regularly in my work with our educators and support staff. As evidence I point to my class that I took "Understanding By Design" and the RETELL Course for

Administrators.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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 post-secondary education and become a responsible citizen and global contributor. *

Self Evaluation (Exemplary): There are many activities that are ongoing throughout our district that engage all stakeholders at various times to support our students in their post secondary options and to become a responsible citizen and global contributor. Most of these activities come from support from me or the Department of Teaching and Learning in the way of curriculum, workshops for kids or staff, and my own involvement in the group called G-21. G-21 is a group of superintendents working to further the understanding of educators by creating opportunities back in their home districts for international travel, cultural studies, and creating learning about diversity within their schools. I met with both the French and German teachers to explore foreign travel and both have exchange programs planned. I am researching curriculum for updating our Social Studies curriculum beginning in the fall. I have also been part of a reading of World Class Learners which will be the basis of our leadership training this summer.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. *

Self Evaluation (Proficient): I see myself as very strong at facilitating the dialogue among parties who have a disagreement. Whether I am one of the parties or not, I believe that all disagreements can be resolved when people can put their needs on the table, be fair in the assessment of resolutions, and be open to not getting a resolution that is more than 50% of what they want. I deal with conflict openly. I want people to focus on teaching, so having conflict is not good if it distracts from our mission. I use a multitude of

strategies from bringing people together, keeping them apart until the right time and discussing separately, and sometimes counseling through conversation to build consensus.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Overall Rating for Standard IIV: 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. *

Self Evaluation (Proficient): I work each day to promote the learning and growth of all students. I work to ensure that our educators and support staff are successful by building, nurturing and sustaining a culture of reflective practice, high expectations and continuous learning. The educator evaluation is a great example of this work this year, and also work that I do in the our labor and management meetings.

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data

- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other

Step I: Assess Progress Toward Goals

(Complete questions in Section 1 first; check one for each set of goal(s)).

Professional Practice Goal(s) *

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Student Learning Goal(s) *

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

District Improvement Goal(s) *

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Step II: Assess Performance on Standards

(Complete questions in Sections 2, 3, 4, and 5 first; 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.

Standard I: Instructional Leadership *

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Standard II: Management and Operations *

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Standard III: Family and Community Engagement *

- Unsatisfactory
- Needs Improvement

- PROFICIENT
- Exemplary

Standard IV: Professional Culture *

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Step 3: Rate Overall Summative Performance

(Based on Step 1 and 2 ratings; check one.)

*

- Unsatisfactory
- Needs Improvement
- PROFICIENT
- Exemplary

Step 4: Rate Impact on Student Learning

(Check only one.)

*

- Low
- Moderate
- High

Step 5: Add Evaluator Comments

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

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