

**MASHPEE PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
APRIL 8, 2020
SUPERINTENDENT EVALUATION
APPENDIX A**

Evaluation Timeline:

| | |
|---|--|
| April 8, 2020 | Superintendent presents progress on FY20 goals to the School Committee |
| April 10, 2020 | Gail Hannan will invite each School Committee member to complete 4 separate Google Forms--one for each standard on the Superintendent Evaluation Rubric: <ol style="list-style-type: none"> 1. Instructional Leadership 2. Management and Operations 3. Family and Community Engagement 4. Professional Culture <p>This is the tool/process each member will use to complete his/her evaluation of the superintendent. Individual evaluations (all 4 Google Forms) must be completed and submitted by Wednesday, April 29, 2020.</p> |
| April 30, 2020 | Gail Hannan shares 4 spreadsheets--one for each standard--with the Chair that includes the Google Form responses from all five school committee members. |
| April 30, 2020 - May 8, 2020 | The Chair completes the School Committee's Evaluation of the Superintendent--via Teach Point (consolidating evaluation input from all 5 School Committee members). |
| May 11, 2020 (3:00 PM) | Superintendent Evaluation Subcommittee meets with superintendent to preview the combined School Committee evaluation |
| May 13, 2020 | School Committee Meeting--Public Evaluation of Superintendent |

Included herewith:

- Superintendent's Update on FY20 Goals
- Sample Google Evaluation Forms—One for each Standard on the Superintendent's Rubric

School Committee members may request additional evidence from the Superintendent as they complete the evaluation of the Superintendent.

Mashpee Public Schools
Patricia DeBoer--Superintendent Goals (Annual Plan)
School Year 2019 - 2020+



September, 2019 (Update April 8, 2020)

(1) Professional Practice Goal

By June, 2020, I will present a multi-year Mashpee Public Schools' strategic plan to the School Committee.

The Mashpee Public Schools will be using the Massachusetts Planning and Implementation Framework (Planning for Success) model with facilitated training to develop the next iteration of the Mashpee Public Schools multi-year Strategic Plan. Planning for Success (PfS) is an inclusive, hands-on planning process designed to build district and school capacity and coherence while also building community understanding and support. This goal directly impacts both student learning and my own professional practice as I will be a learner in this work along with my colleagues with the support of our Planning for Success facilitator.

Timeline: July 1, 2019 - June 30, 2020

Action Steps:

- I will participate in the "Create the Plan" 2-hour Online Workshop.
- S.O.A.R. document completed by Leadership Team and School-Based Leadership Teams.
- I will meet with the facilitator (Ruth Gilbert-Whitner).
- I will assemble a stakeholder work group.
- I will establish a meeting schedule to accomplish the work.
- I will participate in and oversee the development of our MPS three-year strategic plan (2020 - 2023).
- I will present the MPS three-year strategic plan to the School Committee by June, 2020.

Superintendent's Rubric Indicator IE: Data-Informed Decision Making

Superintendent's Rubric Indicator IVE: Shared Vision Development

MPS Blueprint for Progress: Goals 2 and 3

April 8, 2020 (UPDATE)

Completed:

- Participated in online "Create the Plan" online workshop
- S.O.A.R Document completed by District Leadership Team and School-based Leadership Teams (7/23/19 and 7/24/19)
- Met with "Planning for Success" facilitator Ruth Gilbert Whitner (9/16/19)
- Meeting Schedule established:
 - February 4, 2020: Planning Team Retreat 1--visioning (Back to the Future activity); community engagement
 - February 25, 2020: Admin. Leadership Retreat 1: SWOT analysis completed; district data reviewed
 - March 3, 2020: Planning Team Members conduct visioning sessions with each school's staff
 - March 10, 2020: Planning Team Retreat 2: Synthesize common vision themes; strategic objectives; outcomes; community engagement*

To be Completed (These meetings are being rescheduled to May/June):

- March 26, 2020: Planning Team Retreat 3: Data and root cause analysis; strategic objectives; draft strategic initiatives
- April 7, 2020: Admin. Leadership Retreat 2: Strategic initiatives; outcomes
- April 30, 2020: Planning Team Retreat 4: Vision statement, quality plan review and revision, community dissemination process

3/10/20 Planning For Success Meeting--Draft Goal areas:

1. Portrait of a Graduate
2. Equity & Inclusion
3. Curriculum and Instruction
4. A Connected Community

PROGRESS HAS BEEN IMPACTED BY CLOSURE DUE TO COVID-19 (March 16 - May 4, 2020).

PLANNING FOR SUCCESS PROCESS HAS BEEN EXTENDED INTO MAY/JUNE, 2020.

STILL anticipate meeting this goal by June, 2020.

(2) Professional Practice/Student Learning Goal/District Improvement Goal

To improve the social/emotional, behavioral, and academic outcomes of all Mashpee students, I will participate in at least eight (8) classroom walkthroughs per month during school year 2019 -2020 and provide feedback to school principals and teachers on their integration of the MPS MTSS framework and protocols into their practice. (Reference: MPS MTSS Handbook)

(October through June: 8 x 9 months = 72 walkthroughs w/feedback)

Superintendent's Rubric Indicator 1B: Instruction
MPS Blueprint for Progress: Goals 1 and 2

April 8, 2020 (UPDATE)

Classroom visits with feedback provided--35 through 3/6/20

JW--9/18; EB--9/18; CK--9/23; JF--9/25; SM--10/2; SS--10/4; KM--10/8;
EP--10/9; KB--10/15; CS--10/28; AL/AE--12/; CK--12/2; TA--12/3; SS--12/3;
MS--12/9; KM--12/9; DW--12/16; LM--12/19; JS--1/6/20; CS--1/6/20;
EO--1/6/20; MR--1/17; EW--1/17; AK--1/21; CB--1/24; AF--2/3; BK--2/4;
MM--2/4; PD--2/4; EB--2/5; KJ--2/5; AP--2/24; RG--2/25; AT--3/6; KA--3/6

I have email feedback communications for each of the above visits.

I anticipate making an additional 17 classroom visits prior to the end of the school year: May (8) and June (9)

Due to the closure period of March 16 - May 4, 2020, I will not meet the goal of 72 walkthroughs with feedback by the end of this school year.
(Anticipate reaching 52 walkthroughs with feedback)

(3) Student Learning Goal

Student Attendance

Chronic absenteeism is defined as missing ten percent (10%) or more of days enrolled for any reason, including excused and unexcused absences. Based on a 180-day school year, a student enrolled for the entire year who misses 18 days or more is chronically absent.

Using 2019 Mashpee chronic absenteeism data as reported by the Department of Elementary and Secondary Education (DESE) as a baseline, the percentage of Mashpee Middle-High School and Quashnet School students in each subgroup who are chronically absent will be reduced to 10% by 2021. Therefore 90% of students (Grades 3 - 12) enrolled for a full-year will attend school 162 days or more during school year 20-21. Meeting this goal would ensure that our students are afforded increased engagement opportunities with their teachers which would reasonably lead to improved performance outcomes for our district.

Timeline: October 2019 - June 2021

Action Steps:

- I will establish an Attendance Task Force--Possibly COMPASS.
- I will collaborate in the development and implementation of an Attendance Campaign. Part of the campaign will be to support and educate families about the importance of being present in school.
- I will collaborate in the analysis of MPS chronic absenteeism data.

April 8, 2020 (UPDATE)

At our first meeting, COMPASS decided to focus on Chronic Absenteeism

19-20 COMPASS Meeting Schedule: 9/25/19, 10/30/19, 12/11/19, 1/29/20, 2/26/20, 3/25/20 (cancelled), 4/29/20, and 5/27/20

Action Steps:

1. We reviewed our list of students (by school) who were chronically absent during SY 18-19.
2. At each COMPASS meeting we review the list of students (by school) who are considered chronically absent as of a particular date--a date close to our COMPASS meeting date.
3. We have made the following observations:
 - There are family absenteeism patterns across schools
 - School Choice students populate our lists
4. Based on MCAS performance data--we have identified which chronically absent students on our lists are underperforming
5. Admin.Team met with members of the Mashpee Wampanoag Tribe to jointly plan interventions for our chronically absent NA students (February 3, 2020)
6. We developed a draft MPS Student Chronic Absenteeism Intervention Flowchart
7. We have established common language and shared practices/protocols for addressing chronic absenteeism (no differences among schools).

- I will collaborate in the weekly monitoring of student attendance and action steps related thereto.

Superintendent's Rubric Indicator IE: Data-informed Decision Making
Superintendent's Rubric Indicator IIIB: Sharing Responsibility
Blueprint for Progress: Goals 1, 2, and 3

8. We have created a shared spreadsheet on which each school records the action steps they have taken specific to each chronically absent student.
9. We are ensuring that a supportive, collaborative problem-solving approach is being used by district employees when working with the families of our chronically absent students.
10. Each school chose a group of students from its chronically absent list and is applying strategies/intervention to see if attendance improves.
11. Note: For SY 19-20, DESE will only be measuring chronic absenteeism through 3/2/20 (120 days). After the multi-week closure ends, I will have those percentages pulled for each school from PowerSchool. For the Coombs School, DESE only includes grades 1 and 2 in its chronic absenteeism count. (# of Mashpee school days through 3/2/20 = 110; 10% = 11 days)

ON TRACK to meet this 2-year goal by June, 2021.

(4) District Improvement Goal

By June, 2020, our Portrait of a Graduate (POG) will be fully implemented.

- I will ensure that our Portrait of a Graduate visual representation is complete.
- I will work with school leaders and teachers to develop school-level/grade-level/department action steps to ensure that the POG competencies are included in student learning objectives and that a student's progress on attaining the POG competencies is being monitored and measured.
- I will support the creation, distribution, and display of posters displaying our POG throughout all schools.
- I will ensure that our POG is reflected in our new multi-year strategic plan.

Superintendent's Rubric Indicator IA: Curriculum
Blueprint for Progress: Goal 1

April 8, 2020 (UPDATE)

- Visual representation--logo for our MPS Portrait of a Graduate is complete.
- Google Sheet--MPS Portrait of a Graduate Implementation Competencies and Descriptors has been created but not yet completed. Each POG competency and its descriptors are listed on the sheet and teacher teams are asked to respond to the following prompts:
 - + What does this (descriptor) look like at Grade _____
 - + Opportunities for direct instruction in curriculum--include content area
 - + How will competency/descriptor be assessed?
 - + Note--completion of this sheet by educators will most likely be completed in SY20-21
- Draft POG poster has been created--to be mass printed.
- I anticipate that our POG will be a goal area in our new multi-year strategic plan based on our 3/10/20 Planning for Success meeting at which goal areas were drafted for the plan.

OFF TRACK to fully meet this goal by June, 2020. The challenge area: Finding time for teachers to provide input--Google sheet described above. Goal timeline should have been by June, 2021.

(5) District Improvement Goal

By June, 2020, I will identify areas within the school district where culture, diversity, equity, and inclusion may be improved. I will collaborate in the development and maintenance of district-wide practices and procedures that promote equal access and opportunities for all students with an emphasis on engagement, high expectations, and shared responsibility.

Superintendent's Rubric Indicator IB: Instruction

Superintendent's Rubric Indicator IE: Data-Informed Decision Making

Superintendent's Rubric Indicator IIA: Environment

Superintendent's Rubric Indicator IVB: Cultural Proficiency

Blueprint for Progress: Goals 1, 2 and 3

Diversity, Equity, and Inclusion **Six Goals of Educational Equity**

Goal 1: Comparably high academic achievement and other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

Goal 2: Equitable access and inclusion

The unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities within those schools.

Goal 3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.

Goal 4: Equitable opportunity to learn

At minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and are given the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.

Goal 5: Equitable resources

Funding, staffing and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

April 8, 2020 (UPDATE)

Action Steps:

1. We identified areas for further investigation to determine if we have equity issues:
 - Key to equity for students--ACCESS
 - What are our readiness gaps?
 - What are our opportunity gaps?
 - Unconscious Bias--staff, students, families
 - Culturally responsive practices
 - Staff diversity
2. Each of the areas listed below requires an in-depth equity examination using multiple student lenses--English language learners, race, economically disadvantaged, emotional and physical wellness, gender)
 - Special Education
 - Student participation in instrumental music programs at Quashnet and MMHS
 - Student participation in after-school co-curricular programs at all schools
 - Student participation in AP and Honors courses at MMHS
 - Student participation in STEM courses at MMHS
 - Student participation in Enrichment Program at Quashnet--Gr. 5 and 6
 - Student participation in sports at MMHS
 - Student participation in honor societies (Quashnet and MMHS)
 - Discipline--Log Entries
 - Student performance--MCAS, STAR Reading, and STAR Math
3. Targeted Professional development completed by Supt. DeBoer
 - SEL--Meeting the Challenges of Equity and Implicit Bias (MASS--1/27/20)
 - STEM Paths and Minority Students--Planning Workshop at WBNERR (1/29/20)
 - Leading Equity Summit--Series-Podcasts (1/2 - 1/7/20) 10.8 hrs.
 - A. Gaining Clarity--What Good Works Looks Like (Noguera)
 - B. When Implicit Biases Stand in the Way of Being an Effective Leader (Stubbs)
 - C. Unpacking Identity-Affirming Schools (Buchanan-Rivera)
 - D. Finding the Connection Point (Lanier)
 - E. Educating the Whole Child (Isiah)

Goal 6: Accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.

- F. Cultural Taxation, Tokenism, and Erasure (Casado Perez)
 - G. Educating in a Post 9/11 Society (Jaber)
 - H. How to Last 12 Rounds Doing Equity Work (Weiston-Serdan)
 - I. How to Overcome Microwave Equity (Minor)
 - J. How to be a Radical STEM Educator (Kokka)
 - K. The Liberation of the Oppressed: A Decolonial Approach to Education (Dominguez)
 - L. You Down with OPC (Other People's Children)? (Eakins)
 - M. Are You Critically Aware? Authentic Asset-Based Practices (Lopez)
 - N. The Myths of Classroom Management (Small)
 - O. Becoming a Forward Looking Leader That is Future Ready (Falaise)
 - P. Once we Stop Fighting, We Lose (Brown)
 - Q. Instructional Equity: How to Coach Like a Personal Trainer (Hamond)
 - AASA National Conference--workshops (2/13/20 and 2/14/20)
 - A. Creating Equity of Opportunity for Underrepresented students in AP program
 - B. Building Capacity for Opportunities--Rethinking the Elementary
 - C. Enhancing Attendance and Equitable Learning Environments
 - D. Laying the Foundation for Culturally Responsive Practices (VA Beach)
 - E. Strategic Planning to Advance Equity
4. I anticipate that Equity and Inclusion will be a goal area in our new multi-year strategic plan based on our 3/10/20 Planning for Success meeting at which goal areas were drafted for the plan.

ON TRACK to meet this goal by June, 2020.

Current District Goals (Blueprint for Progress 2017 - 2020)

(AS REFERENCE)

GOAL ONE: LEARNING AND TEACHING

Professional learning and opportunities for collaboration that focus on instruction, curriculum, the learning environment, and student achievement will improve educator practice and result in improved outcomes for all students.

INITIATIVE 1.1: Develop and implement an aligned written, taught, and assessed curriculum and assessment system based on Massachusetts Frameworks with emphasis on literacy, numeracy, and writing in every content area to ensure all students are college, career, and civic ready

INITIATIVE 1.2: Develop and implement a Multi-Tiered System of Supports (MTSS) framework to provide early, effective instruction to support all students, to allocate resources and supports to all schools based upon student achievement and need, and to provide multiple pathways for success

INITIATIVE 1.3: Provide inclusive learning experiences that are active, engaging, and responsive to the academic, behavioral, and social-emotional needs of all students

GOAL TWO: USING DATA STRATEGICALLY

Mashpee Public Schools' MTSS problem-solving protocol will guide our practice in addressing the academic, behavioral, and social-emotional needs of all students, resulting in improved outcomes for all students.

INITIATIVE 2.1: Develop and implement a data management platform that will serve as an early warning system for meeting student needs

INITIATIVE 2.2: Build and nurture a system-wide culture in which the tools and protocols of Mashpee's MTSS framework serve as the foundation for problem-solving and decision making in all areas

INITIATIVE 2.3: Interpret data to provide targeted tiered instruction and support to all students

GOAL THREE: ENGAGING ALL STAKEHOLDERS

We will foster shared responsibility for ensuring all students are college, career, and civic ready by building trust, collaboration, and engagement among students, staff, families, and community partners.

INITIATIVE 3.1: Develop and implement effective two-way communication for both internal and external stakeholders

INITIATIVE 3.2: Cultivate innovative partnerships with members of our MPS staff to provide a sustainable system of support for all students

INITIATIVE 3.3: Build and nurture a culture of high engagement and customer service to ensure pride in our district, and communicate to all stakeholders "Why it's great to be in Mashpee."

FY20 Superintendent Evaluation:

Standard 1--Instructional Leadership

STANDARD 1: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that make powerful teaching and learning the central focus of schooling.

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* Required

Guidelines



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.





Superintendent Evaluation in Massachusetts

2019 Updates & New Resources

Guiding Principles of an Effective Superintendent Evaluation Process

In 2019, DESE worked closely with partners from MASS and MASC to refine guidance for an effective superintendent evaluation process. The following principles/best practices emerged as cornerstones of a process that is clear, fair, and meaningful:



- **Goal-Driven:** the evaluation is driven by the superintendent's goals (1 professional practice, 1 student learning, and 2-4 district improvement goals), as articulated in the superintendent's Annual Plan
- **Focus Indicators:** the superintendent and school committee identify 6-8 Indicators that align to the goals (at least 1 Indicator per Standard). Evidence of goal progress simultaneously serves as evidence of practice. *The school committee evaluates evidence of performance in these Indicators only.*
- **Organizing the Process:** establishing a clear, agreed-upon process for the evaluation at the outset is critical. Guidance recommends addressing the following topics at the beginning of the cycle: timeline, goals and focus Indicators, progress reporting, criteria for assessing performance, and roles/responsibilities for determining final summative ratings.

Ongoing communication between the superintendent and school committee through regular updates is the cornerstone of a fair and transparent process. Updated guidance also includes specific recommendations for the effective use of **subcommittees** and **sharing of evidence** throughout the process in order to ensure that school committee members make final judgments based on agreed upon evidence.



IA: CURRICULUM (GOAL 4)--STANDARD 1: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that make powerful teaching and learning the central focus of schooling. *

- ☐ UNSATISFACTORY: Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).
- ☐ NEEDS IMPROVEMENT: 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.
- ☐ PROFICIENT: Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- ☐ EXEMPLARY: 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.



IB: INSTRUCTION (GOALS 2 AND 5)--STANDARD 1: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that make powerful teaching and learning the central focus of schooling. *

☐ UNSATISFACTORY: Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meeting the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.

☐ NEEDS IMPROVEMENT: 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.

☐ PROFICIENT: Monitors and supports principals and instructional staff through observations and feedback to 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.

☐ EXEMPLARY: 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.



IE: DATA-INFORMED DECISION MAKING (GOALS 1, 3 AND 5)--STANDARD 1: The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that make powerful teaching and learning the central focus of schooling.- *

- ☐ UNSATISFACTORY: Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.
- ☐ NEEDS IMPROVEMENT: 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.
- ☐ PROFICIENT: 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. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals
- ☐ EXEMPLARY: 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 strength 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.

Please share additional thoughts here. *

Your answer

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Google Forms



FY20 Superintendent Evaluation: Standard 2--Management and Operations

STANDARD 2: 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.

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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:

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- **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.
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Ongoing communication between the superintendent and school committee through regular updates is the cornerstone of a fair and transparent process. Updated guidance also includes specific recommendations for the effective use of **subcommittees** and **sharing of evidence** throughout the process in order to ensure that school committee members make final judgments based on agreed upon evidence.



IIA--ENVIRONMENT (GOAL 5)--STANDARD 2: 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:** 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, and safe.

☐ **NEEDS IMPROVEMENT:** 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.

☐ **PROFICIENT:** 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, as evidenced by: orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students.

☐ **EXEMPLARY:** 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: orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; school and district buildings that are clean, attractive, welcoming, and safe; and safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

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FY20 Superintendent Evaluation: Standard 3--Family and Community Engagement

STANDARD 3: 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.

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Guidelines



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.





Superintendent Evaluation in Massachusetts

2019 Updates & New Resources

Guiding Principles of an Effective Superintendent Evaluation Process

In 2019, DESE worked closely with partners from MASS and MASC to refine guidance for an effective superintendent evaluation process. The following principles/best practices emerged as cornerstones of a process that is clear, fair, and meaningful:

- **Goal-Driven:** the evaluation is driven by the superintendent's goals (1 professional practice, 1 student learning, and 2-4 district improvement goals), as articulated in the superintendent's Annual Plan
- **Focus Indicators:** the superintendent and school committee identify 6-8 Indicators that align to the goals (at least 1 Indicator per Standard). Evidence of goal progress simultaneously serves as evidence of practice. *The school committee evaluates evidence of performance in these Indicators only.*
- **Organizing the Process:** establishing a clear, agreed-upon process for the evaluation at the outset is critical. Guidance recommends addressing the following topics at the beginning of the cycle: timeline, goals and focus Indicators, progress reporting, criteria for assessing performance, and roles/responsibilities for determining final summative ratings.

Ongoing communication between the superintendent and school committee through regular updates is the cornerstone of a fair and transparent process. Updated guidance also includes specific recommendations for the effective use of **subcommittees** and **sharing of evidence** throughout the process in order to ensure that school committee members make final judgments based on agreed upon evidence.



IIIB--SHARING RESPONSIBILITY (GOAL 3)--STANDARD 3: 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: Does not ensure that administrators are identifying student learning and development needs and working with families to address them.
- ☐ NEEDS IMPROVEMENT: 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.
- ☐ PROFICIENT: Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school, as evidenced by: the collaborative identification of each student's academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students' learning needs.
- ☐ EXEMPLARY: 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.

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FY20 Superintendent Evaluation: Standard 4--Professional Culture

STANDARD 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

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IVB--CULTURAL PROFICIENCY (GOAL 5)--STANDARD 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff. *

- ☐ UNSATISFACTORY: 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.
- ☐ NEEDS IMPROVEMENT: 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.
- ☐ PROFICIENT: 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, 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.
- ☐ EXEMPLARY: 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.



IVE--SHARED VISION (GOAL 1)--STANDARD 4: Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

☐ UNSATISFACTORY: 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.

☐ NEEDS IMPROVEMENT: 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.

☐ PROFICIENT: Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.

☐ EXEMPLARY: 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.

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