# SUPERINTENDENT MINUTEMAN REGIONAL TECHNICAL VOCATIONAL SCHOOL DISTRICT

## CONTRACT OF EMPLOYMENT

This Contract is made and entered into on this 12th day of June, 2018 by and between the School Committee of the Minuteman Regional Technical Vocational School District, who act hereunder in their representative capacity only and without any personal liability to themselves (hereinafter referred to as the "Committee") and Edward A. Bouquillon, Ph.D., of Lexington, Middlesex County, Massachusetts (hereinafter referred to as "Superintendent").

## WITNESSETH:

**WHEREAS,** the Committee is authorized pursuant to M.G.L. Chapter 71, section 41 to award a contract to a superintendent of schools; and,

**WHEREAS,** the Committee desires to employ the services of Edward A. Bouquillon as its Superintendent; and,

**WHEREAS,** it is the desire of the Committee to describe and define the job duties and job responsibilities of the Superintendent, fix his salary and provide for fringe benefits, and,

**WHEREAS,** Dr. Bouquillon represents that he is qualified and capable of performing the duties and responsibilities of said position;

**NOW, THEREFORE,** in consideration of the mutual covenants herein contained, the Committee and Dr. Bouquillon agree as follows:

## SECTION 1: TERM OF EMPLOYMENT/APPOINTMENT

The Committee hereby employs Edward A. Bouquillon, as Superintendent of the Minuteman Regional Vocational School District, and Edward A. Bouquillon hereby accepts employment subject to the terms and conditions set forth herein.

Notwithstanding the provisions of any other written or verbal agreements or understandings, the term of this Contract and the Superintendent's appointment hereunder shall be for a three (3) year period commencing July 1, 2018 through June 30, 2021, unless sooner terminated in accordance with the provisions hereof.

It is expressly understood by the Parties that this Contract contains no rollover language. However, the Committee agrees to provide the Superintendent with notice on or before December 31, 2020 of its intent to renew his appointment and this Contract. Failure to provide such notice will not result in an extension of either his employment or this Contract.

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## SECTION 2: SALARY

As of July 1, 2018, the Superintendent's annual salary shall be Two Hundred One Thousand Six Hundred Fifty-Seven Dollars and Sixty-Four Cents ($201,657.64), payable in equal installments during the period of his employment, at intervals consistent with the normal payroll practices applicable to all employees of the Minuteman Regional Vocational School District.

For each subsequent year of this Contract, being July 1, 2019 – June 30, 2020 and July 1, 2020 – June 30, 2021, the Superintendent will be eligible for annual salary increase of up to two and one-third percent (2.33%). The Salary increases for the 2019-2020 and 2020-2021 contract years shall be specifically subject to approval by a majority vote of the School Committee, made in accordance with the Regional Agreement in effect at the time the vote is taken. Such vote shall take place by June 1, 2019 and June 1, 2020, respectively, and shall be based upon satisfactory performance by the Superintendent during the preceding year.

In no event, will the Superintendent's annual salary be reduced during the term of this Contract.

## SECTION 3: DUTIES

Edward A. Bouquillon shall serve as the Superintendent of the Minuteman Regional Vocational School District, and he shall perform in good faith and in a full time capacity, the duties and obligations of the Superintendent as provided under Massachusetts law, and other duties from time to time assigned to him by majority vote of a quorum of the Committee, and he shall use his best efforts to achieve the performance goals and objectives collaboratively established with the Committee, and he shall comply with all applicable laws and regulations.

The Superintendent shall serve as the Executive Officer of the Committee. The Superintendent shall report any financial irregularities to the Committee, including but not limited to any potential deficits.

Criticisms, complaints, and suggestions called to the attention of the Committee shall be promptly referred to the Superintendent for study, disposition, or recommendation as appropriate to facilitate the orderly administration of the District, and to ensure responsiveness to the public and fairness to the Superintendent.

The Superintendent agrees that if he has criticisms, complaints, or suggestions regarding the role of the Committee or the Committee's adherence to the terms of this contract, the Superintendent shall refer such criticisms, complaints, or suggestions to the Committee Chair in order to afford the Committee an opportunity to review and address the • criticisms, complaints, or suggestions.

## SECTION 4: APPROVAL BY COMMITTEE CHAIR

Whenever this document refers to "Approval by Committee Chair" the approval may also be granted by a Subcommittee appointed by the Committee Chair for the purpose of granting such approvals.

## SECTION 5: WORK YEAR AND AUTHORIZED LEAVES

### A. WORK YEAR

The Superintendent shall be employed on a full-time basis during a twelve-month work year. The Superintendent recognized that the nature of his employment and the level of responsibility is such that his obligations hereunder are not determined by a prescribed number of hours and that he may be required to work at times other than normal work days, including weekends, when necessary to effectively perform his job duties and responsibilities.

In cases of sick leave, family illness leave, and bereavement leave, the Superintendent shall provide the Committee Chair with advance notice, whenever possible, of such leave in excess of four contiguous days.

### B. HOLIDAYS

The Superintendent shall be entitled to all legal holidays as observed by administrators in the Minuteman School District.

### C. VACATION CLAUSE

The Superintendent shall be allowed twenty-five (25) vacation days per fiscal year. The Superintendent may carry forward up to five (5) vacation days annually, however, unless approved by the Committee, the cumulative number of vacation days carried forward shall never exceed five (5) days. Vacation time exceeding five (5) consecutive days requires prior approval from the Committee Chair.

### D. SICK LEAVE

The Superintendent shall be allowed up to fifteen (15) annual paid sick days per fiscal year.

The Superintendent may carry over any unused sick days from one fiscal year to the next for his use during the term of the Contract. Extended sick leave may be granted at the discretion of the Committee, and in the event of extended sick leave, the Superintendent, at the request of the Committee, shall provide a physician's certification of illness. Unused sick leave shall not be reimbursed upon expiration or termination of this Contract. The Superintendent may take sick leave due to the medical needs of the

Superintendent's family/household members, as needed within his accumulated sick leave, and the Committee, at its discretion, may grant additional days upon request.

Upon use of more than fifteen days sick leave in any fiscal year the Superintendent, at the request of the Committee, shall provide a physician's certification of illness.

The Superintendent may take bereavement leave. Bereavement leave in excess of five days will require approval of the Committee Chair.

### E.     PERSONAL LEAVE

The Superintendent shall be allowed up to two (2) annual personal days per fiscal year. Any time not used cannot be carried over to the next fiscal year and shall have no cash redemption value if unused.

### F.     ABILITY TO CONSULT

The Superintendent agrees to continue to devote his full time and efforts to the position of Superintendent for the District. The Superintendent may undertake outside professional activities for remuneration including consulting, speaking, teaching and writing provided that all such outside professional activities do not interfere with the Superintendent's ability to perform required duties under this Contract. The Superintendent shall undertake outside professional activities only on non-work days such as vacation days, holidays, weeknights when no District business requires his service, or weekends.

## SECTION 6: INSURANCE BENEFITS

The Superintendent shall be entitled to all insurance (life, medical, dental, hospital) benefits currently available to other professional personnel in the Minuteman Regional Vocational School District, subject to the terms and conditions of said coverage.

## SECTION 7: EXPENSES RELATED TO EMPLOYMENT

### A.     Cell Phone Expense

The Committee agrees to pay the Superintendent $100.00 per month for cell phone expense.

**B.     In-Region Expenses**

For purposes of this provision, the term "In-Region" shall mean the geographic area falling within a 30 mile radius of Minuteman High School and is limited to area within the Commonwealth of Massachusetts. It shall include all of the District's member towns, as well as those Massachusetts cities and town listed at Appendix D.

The Committee shall reimburse the Superintendent for In-Region expenses which are reasonably incurred in the performance of his duties under this Contract in accordance with the laws of Massachusetts and the policies and bylaws of the Committee and within the budget of the Superintendent's office. Any expense over $150 requires the prior approval of the Committee Chair. In-Region Expense reimbursements under this Section shall not include reimbursement for Mileage and Housing expenses.

**C.     Out-of-Region in State/Out of State Travel**

The Superintendent shall be reimbursed at the IRS mileage rate for Out of Region/in-State travel required by his position.

When out-of-State travel and associated expenses have been pre-approved in writing by the Committee Chair, the Committee shall reimburse the Superintendent for reasonably incurred expenses, including but not limited to mileage calculated at the IRS mileage rate. The Superintendent shall comply with all District policies and procedures applicable to District employees seeking permission for out-of-State travel and reimbursement of expenses related thereto.

**D.     Professional Service, Conferences, Dues and Expenses**

Conference attendance needs to be approved by the Committee Chair. When approved the Committee shall reimburse the Superintendent for attendance, including travel, food, lodging and registration expenses of professional conferences in any school year upon submission of written voucher for the same.

The Committee shall pay all dues and associated costs of membership for the Superintendent in the following professional Associations:

- Massachusetts Association of Vocational Administrators
- Massachusetts Association of School Superintendents
- Association for Supervision and Curriculum Development
- American Society for Training and Development
- Association of Career and Technical Education
- National Association for Workforce Improvement
- Northeastern Educational Research Association

- National Association of School Superintendents

The Committee acknowledges the value to the District of the Superintendent's participation in the Massachusetts Association of Vocational Administrators (MAVA) and similar organizations and agrees that the Superintendent may engage in service to support these organizations so long as such service also supports the work of the District and does not interfere in any way or otherwise derogate from his performance of his duties and job responsibilities as Superintendent of Schools.

**E.    Superintendent Professional Development**

The Committee and the Superintendent recognize that fulfillment of Committee policies and the complexity of the position of Superintendent requires regular and continuous professional development. All Superintendent Professional development expenses must be approved by the Committee Chair.

## SECTION 8:  EVALUATION

The Committee shall evaluate the performance of the Superintendent annually using the Massachusetts Model System for Evaluation, including but not limited to:  The DESE Model Rubric for Superintendents (attached hereto as Exhibit A) and the Implementation Guide for Superintendent Evaluation (attached hereto as Exhibit B).

## SECTION 9:  TECHNOLOGY RESOURCES

The District shall provide the Superintendent with a desktop and/or laptop computer, tablet (or comparable), and related equipment, Internet service, and equipment maintenance through the term of this Contract at District expense.

The equipment provided under this Section shall be considered property of the District and is provided to the Superintendent for District purposes. Their use shall be subject to the District's policies applicable to such equipment. Upon termination of this Contract or upon its expiration, the all District-issued equipment, accessories and software shall be returned to the Committee.

## SECTION 10:  USE AND OCCUPANCY OF DISTRICT PROPERTY

As a condition of his employment, the Superintendent shall be entitled to use and occupy the building known as 10 Mill Street, located on the high school campus. Such use and occupancy shall be according to the terms set forth in that Use and Occupancy Agreement attached hereto as Exhibit C, which shall be executed by the parties hereto contemporaneously with the execution of this Contract and which shall have independent legal significance.

## SECTION 11:  CERTIFICATE

The Superintendent shall furnish and maintain throughout the term of this Contract a valid and appropriate certificate from the Commonwealth of Massachusetts qualifying him to serve as a Superintendent of Schools in Massachusetts, as required by Mass. G.L. c. 71, Section 38G.  The Superintendent agrees to advise the Committee immediately in the event his certificate is revoked, suspended or otherwise affected in any way.  Any material misrepresentation on the Superintendent's application for employment or his resume shall constitute good cause for the termination of his employment pursuant to this Contract.


## SECTION 12:  STATE ETHICS LAWS

The Superintendent is expected to familiarize himself with all applicable ethics laws of the Commonwealth of Massachusetts and is expected to comply in all respects with such laws during the term of this Contract and in connection with the performance of his job duties and responsibilities.


## SECTION 13:  CORI CHECK/FINGERPRINTING

The Superintendent shall remain subject to a so-called CORI check with the Massachusetts Criminal History Systems Board consistent with District policy and applicable state law, and a state and national fingerprint-based criminal background check pursuant to M.G.L. c. 71, §38R. To the extent that the Committee becomes aware of any information revealed by the CORI and/or fingerprint criminal background check, which in its sole discretion, renders the Superintendent unqualified or otherwise unfit for the position of Superintendent, then this contract shall become null and void with no further obligations or recourse to the Parties.


## SECTION 14:  WARRANTY OF CREDENTIALS

The Superintendent warrants the validity of the credentials and experience represented to the Committee in pursuit of this position and any material misrepresentations made therein may constitute grounds for immediate termination of this Contract and the Superintendent's employment.


## SECTION 15:  TERMINATION OF CONTRACT BY
## SUPERINTENDENT/RESIGNATION

In the event that the Superintendent desires to terminate this Contract before the term of service shall have expired, he may do so if he gives at least twelve (12) months written notice to the Committee of his intention to do so unless the Committee fixes a lesser period of time at which the resignation or release is to take effect.  There shall be no penalty for release or resignation by the Superintendent from this contract provided the proper notice has been given.

## SECTION 16: DISCIPLINE AND TERMINATION BY THE COMMITTEE

Where good cause exists, the Committee may discipline, suspend or discharge the Superintendent upon a majority vote of the full School Committee. For purposes of the Contract, "good cause" shall mean any ground that is put forth by the employer in good faith that is not arbitrary or irrelevant to the task of maintaining an efficient school system and may include, but is not limited to, incompetence, or failure on the part of the Superintendent to satisfy the performance standards established pursuant to this Contract, inefficiency, incapacity, conduct unbecoming a Superintendent or insubordination. The Committee may discipline, suspend or discharge the Superintendent provided that, the Committee shall provide the Superintendent with a notice of intent for such action with an explanation of the grounds for the proposed discipline, suspension or dismissal, and if he so requests, he shall be given a reasonable opportunity within thirty (30) days after receiving such notice to review the decision with the Committee at which hearing he may be represented by an attorney, at his own expense, or other representative to present evidence and to call witnesses pertaining to the basis for the decision and to his status as an employee.

Upon the discharge of the Superintendent, no tribunal shall have the power to reinstate him. In the event of a termination for good cause, the Superintendent will be paid compensation and benefits through the effective date of the good cause termination and will not be entitled to further compensation or benefits under this Contract.

## SECTION 17: ARBITRATION

Any controversy or claim alleging breach of a material term or condition of this Contract including any claim by the Superintendent that the Committee disciplined, suspended or discharged the Superintendent without good cause shall be determined by arbitration in accordance with the rules of the American Arbitration Association. Excluded from this mandatory arbitration provision are claims other than claims alleging breach of a material term or condition of this Contract and also excluded are claims based on state or federal anti-discrimination laws, statutes or regulations. An award by the arbitrator(s) appointed pursuant to such rules shall be binding upon the parties and may be entered with any court, tribunal or commission having jurisdiction thereof for enforcement in accordance with Massachusetts law. The right to file a demand for arbitration hereunder shall survive the expiration of the contract or the employment relationship. The arbitrator(s) may award any and all appropriate relief including but not limited to compensatory damages due under the contract but in no case shall such order or award require the reinstatement of the Superintendent.

## SECTION 18: INDEMNIFICATION

The Committee shall indemnify the Superintendent when he is acting within the scope of his official duties to the extent permitted and subject to the provisions of M.G.L. c. 258. Notwithstanding any other language or provisions in this Contract or elsewhere, this indemnification shall not be effective or binding on the District or Committee unless the Superintendent provides reasonable cooperation to the District or Committee and their legal

counsel in the defense of any claim or litigation arising out of such incident, events or facts occurring during his employment or services as Superintendent. In no case will individual Committee members be considered personally liable for indemnifying the Superintendent pursuant to terms of this Contract.
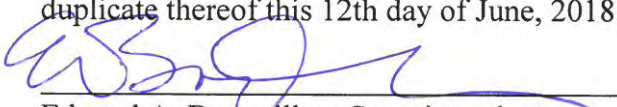
## SECTION 19: ENTIRE AGREEMENT

The Contract embodies the entire Contract between the Committee and the Superintendent, and there are no inducement, promises, terms, conditions or other obligations made or entered into by either party other than those contained herein. The Contract may not be changed except in writing, executed by the School Committee, and the Superintendent. Any part of this Contract may be opened for renegotiation during its term by mutual consent, and any amendment to the Contract shall be in writing, signed by the Parties, and attached to this Contract. This Contract shall be construed and interpreted in accordance with the laws of the Commonwealth of Massachusetts.

## SECTION 20: INVALIDITY

If a court of competent jurisdiction deems any provision of this Contract invalid, the remainder of the Contract shall continue in full force and effect.

**IN WITNESS WHERE OF,** the parties have hereunto signed and sealed this Contract and a duplicate thereof this 12th day of June, 2018.

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|---|---|
| Edward A. Bouquillon, Superintendent | David Horton (Lexington) |
| | Minuteman Regional Technical Vocational School Committee |
| Pam Norse (Acton) | Ford Spalding (Dover) |
| Sue Sheffler (Arlington) | Jennifer Leone (Lancaster) |
| Jim Gammill (Belmont) | Jeff Stulin (Needham) |
| David O'Connor (Bolton) | Alice DeLuca (Stow) |
| Carrie Flood (Concord) | |

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EXHIBITS


A. DESE Model Rubric for Superintendents

B. Implementation Guide for Superintendent Evaluation

C. Use and Occupancy Agreement for 10 Mill St.

D. List of Towns within 30 Mile Radius

# Massachusetts Model System for Educator Evaluation

## Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

### Appendix A. Superintendent Rubric

January 2012

# Guide to Superintendent Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

## Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum, Instruction,* and *Evaluation.*

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, o*r *Exemplary*.

## Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level.  It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator's role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

# Superintendent Rubric At-A-Glance

| Standard I:<br>Instructional Leadership | Standard II:<br>Management & Operations | Standard III:<br>Family and Community Engagement | Standard IV:<br>Professional Culture |
|---|---|---|---|
| **A. Curriculum Indicator**<br>1. Standards-Based Unit Design<br>2. Lesson Development Support | **A. Environment Indicator**<br>1. Plans, Procedures, and Routines<br>2. Operational Systems<br>3. Student Safety, Health, and Social and Emotional Needs | **A. Engagement Indicator**<br>1. Family Engagement<br>2. Community and Business Engagement | **A. Commitment to High Standards Indicator**<br>1. Commitment to High Standards<br>2. Mission and Core Values<br>3. Meetings |
| **B. Instruction Indicator**<br>1. Instructional Practices<br>2. Quality of Effort & Work<br>3. Diverse Learners' Needs | **B. Human Resources Management & Development Indicator**<br>1. Recruitment & Hiring Strategies<br>2. Induction, Professional Development, and Career Growth Strategies | **B. Sharing Responsibility Indicator**<br>1. Student Support<br>2. Family Collaboration | **B. Cultural Proficiency Indicator**<br>1. Policies and Practices |
| **C. Assessment Indicator**<br>1. Variety of Assessments<br>2. Adjustment to Practice | **C. Scheduling & Management Information Systems Indicator**<br>1. Time for Teaching and Learning<br>2. Time for Collaboration | **C. Communication Indicator**<br>1. Two-Way Communication<br>2. Culturally Proficient Communication | **C. Communications Indicator**<br>1. Communication Skills |
| **D. Evaluation Indicator**<br>1. Educator Goals<br>2. Observation s & Feedback<br>3. Ratings<br>4. Alignment Review | **D. Law, Ethics & Policies Indicator**<br>1. Laws and Policies<br>2. Ethical Behavior | **D. Family Concerns Indicator**<br>1. Family Concerns | **D. Continuous Learning Indicator**<br>1. Continuous Learning of Staff<br>2. Continuous Learning of Administrator |
| **E. Data-Informed Decision Making Indicator**<br>1. Knowledge & Use of Data<br>2. School and District Goals<br>3. Improvement of Performance, Effectiveness, and Learning | **E. Fiscal Systems Indicator**<br>1. Fiscal Systems | | **E. Shared Vision Indicator**<br>1. Shared Vision Development |
| | | | **F. Managing Conflict Indicator**<br>1. Response to Disagreement<br>2. Conflict Resolution<br>3. Consensus Building |

**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.

| Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | | | | |
|---|---|---|---|---|
| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1. Standards-Based Unit Design | Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress. | Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback. | **Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.** | Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element. |
| I-A-2. Lesson Development Support | Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices. | Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed. | **Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.** | Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element. |

| Indicator 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. | | | |
|---|---|---|---|---|
| **I-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-1. Instructional Practices | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.. | While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans. | **While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.** | While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element. |
| I-B-2. Quality of Effort and Work | Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate. | May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district. | **Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.** | Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element. |
| I-B-3. Diverse Learners' Needs | Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners. | While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans. | **While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.** | Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element. |

| Indicator I-C. | Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. | | | |
|---|---|---|---|---|
| **I-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-C-1. Variety of Assessments | Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies. | Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice. | **Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.** | Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element. |
| I-C-2. Adjustment to Practice | Does not encourage or facilitate administrator teams to review assessment data. | Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice. | **Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.** | Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element. |

# Standards and Indicators of Effective Administrative Leadership
## Superintendent Rubric

| Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. | | | | |
|---|---|---|---|---|
| **I-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-D-1. Educator Goals | Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals. | Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress. | **Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.** | Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element. |
| I-D-2. Observations and Feedback | Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently. | Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance. | **Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient*.** | Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than *Proficient*. Is able to model this element. |
| I-D-3. Ratings | Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators. | Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators. | **Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.** | Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element. |

| I-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|---|
| I-D-4. Alignment Review | Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators. | Occasionally reviews alignment between judgment about practice and student learning data. | **Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.** | Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element. |

| Indicator I-E. | Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. | | | |
|---|---|---|---|---|
| **I-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-E-1. Knowledge and Use of Data | Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately. | May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate. | **Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.** | Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element. |
| I-E-2. School and District Goals | Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions. | Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan. | **Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.** | Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element. |
| I-E-3. Improvement of Performance, Effectiveness, and Learning | Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies. | Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance. | **Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.** | Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element. |

*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*

**Indicator II-A.**   **Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.**

| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|---|
| II-A-1. Plans, Procedures, and Routines | Does not organize the district effectively for orderly and efficient movement of students. | May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. | **Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.** | Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element. |
| II-A-2. Operational Systems | Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe. | Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe. | **Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.** | Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element. |
| II-A-3. Student Safety, Health, and Social and Emotional Needs | Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently. | May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences. | **Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.** | Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element. |

# Standards and Indicators of Effective Administrative Leadership

## Superintendent Rubric

| Indicator II-B. | Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice. | | | |
|---|---|---|---|---|
| **II-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-1. Recruitment and Hiring Strategies | Does not successfully lead the recruitment and hiring process. | Leads the recruitment and hiring process but does not consistently identify effective administrators and educators. | **Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.** | Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element. |
| II-B-2. Induction, Professional Development, and Career Growth Strategies | Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators. | Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status. | **Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.** | Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element. |

| Indicator II-C. | Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. | | | |
|---|---|---|---|---|
| **II-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-C-1. Time for Teaching and Learning | Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals. | Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals. | **Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective** | Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element. |
| II-C-2. Time for Collaboration | Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings. | Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced. | **Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.** | Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element. |

| Indicator II-D. | Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. | | | |
|---|---|---|---|---|
| **II-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-D-1. Laws and Policies | 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. | May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies. | **Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. 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, and collective bargaining agreements. Is able to model this element. |
| II-D-2. Ethical Behavior | Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality. | Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately. | **Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.** | Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element. |

| Indicator 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. | | | |
|---|---|---|---|---|
| **II-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-E-1. Fiscal Systems | Builds a budget that does not align with the district's goals or mismanages available resources. | Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources. | **Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.** | Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element. |

**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.*

| Indicator 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. | | | |
|---|---|---|---|---|
| **III-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-A-1. Family Engagement | Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families. | May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement. | **Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.** | Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element. |
| III-A-2. Community and Business Engagement | Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness. | Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness. | **Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.** | Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element. |

| Indicator III-B. | Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. | | | |
|---|---|---|---|---|
| III-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-B-1. Student Support | Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources. | Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources. | **Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.** | Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element. |
| III-B-2. Family Collaboration | Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school. | Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency. | **Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.** | Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element. |

| Indicator III-C. | Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. | | | |
|---|---|---|---|---|
| **III-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-C-1. Two-Way Communication | Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards. | May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media. | **Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.** | Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element. |
| III-C-2. Culturally Proficient Communication | Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms. | May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values. | **Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.** | Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element. |

| Indicator III-D. | Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. | | | |
|---|---|---|---|---|
| **III-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| III-D-1. Family Concerns | Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students. | May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students. | **Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.** | Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element. |

**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.*

| Indicator 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. | | | |
|---|---|---|---|---|
| **IV-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1. Commitment to High Standards | Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff. | May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it. | **Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.** | Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element. |
| IV-A-2. Mission and Core Values | Does not develop core values and mission statements for the school. | May develop core values and mission statements but rarely uses them to guide decision making. | **Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.** | Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element. |
| IV-A-3. Meetings | Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates. | May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms. | **Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.** | Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element. |

| Indicator IV-B. | Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. | | | |
|---|---|---|---|---|
| IV-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-B-1. Policies and Practices | Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences. | Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency. | **Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.** | Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element. |

| Indicator IV-C. | Communications: Demonstrates strong interpersonal, written and verbal communication skills. | | | |
|---|---|---|---|---|
| IV-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-C-1. Communica-tion Skills | Demonstrates ineffectual interpersonal, written, or verbal communication skills at times. | May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders. | **Demonstrates strong interpersonal, written, and verbal communication skills.** | Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element. |

# Standards and Indicators of Effective Administrative Leadership

## Superintendent Rubric

| Indicator IV-D. | Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt practice and achieve improved results. Models these behaviors in the administrator's own practice. | | | |
|---|---|---|---|---|
| **IV-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-D-1. Continuous Learning of Staff | Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff. | May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices. | **Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.** | Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element. |
| IV-D-2. Continuous Learning of Administrator | Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership. | Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice. | **Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.** | Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element. |

| Indicator IV-E. | Shared Vision: 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. | | | |
|---|---|---|---|---|
| **IV-E. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-E-1. Shared Vision Development | Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions. | Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions. | **At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.** | Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element. |

## Superintendent Rubric

| Indicator IV-F. | Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. | | | |
|---|---|---|---|---|
| **IV-F. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-F-1. Response to Disagreement | Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches. | May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach | **Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.** | Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element. |
| IV-F-2. Conflict Resolution | Does not address conflicts in a solution-oriented and/or respectful manner. | May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies. | **Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.** | Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element. |
| IV-F-3. Consensus Building | Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful. | Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success. | **Builds consensus within the school district community around critical school decisions, employing a variety of strategies.** | Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element. |

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

# The Massachusetts Model System for Educator Evaluation

## Part VI: Implementation Guide for Superintendent Evaluation

January 2012

# Contents

# A Letter from the Commissioner

## *Massachusetts Department of Elementary and Secondary Education*

**75 Pleasant Street, Malden, Massachusetts 02148-4906**          **Telephone: (781) 338-3000**
**TTY: N.E.T. Relay 1-800-439-2370**

Mitchell D. Chester, Ed.D.
*Commissioner*

January 10, 2012

Dear Educators and other interested Stakeholders,

I am pleased to present Part I of the Massachusetts Model System for Educator Evaluation. Since late June, when the Board of Elementary and Secondary Education adopted regulations to improve student learning by overhauling educator evaluation in the Commonwealth, staff here at the Department has been working closely with stakeholders to develop the Model System called for in the regulations. With the help of thoughtful suggestions and candid feedback from a wide range of stakeholders, we developed the first six components of the Model System:

- District-Level Planning and Implementation Guide
- School-Level Planning and Implementation Guide
- Guide to Rubrics and Model Rubrics for Superintendent, Administrator and Teacher
- Model Collective Bargaining Contract Language
- Implementation Guide for Principal Evaluation
- Implementation Guide for Superintendent Evaluation

I am excited by the promise of Massachusetts' new regulations. Thoughtfully and strategically implemented, they will improve student learning by supporting analytical conversation about teaching and leading that will strengthen professional practice.  At the same time, the new regulations provide the opportunity for educators to take charge of their own growth and development by setting individual and group goals related to student learning.

The Members of the State Board and I know that improvement in the quality and effectiveness of educator evaluation will happen only if the Department does the hard work ahead "with the field," not "to the field." To that end, we at the Department need to learn with the field. We will continue to revise and improve the Model System including the Implementation Guides based on what we learn with the field over the next few years. To help us do that, please do not hesitate to send your comments, questions and suggestions to us at EducatorEvaluation@doe.mass.edu. Please also visit the Educator Evaluation webpage at www.doe.mass.edu/edeval/. We will be updating the page regularly.

Please know that you can count on the Department to be an active, engaged partner in the challenging, but critical work ahead.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

# The Massachusetts Model System for Educator Evaluation Overview

The Model System is a comprehensive educator evaluation system designed by the Department of Elementary and Secondary Education (ESE), pursuant to the new educator evaluation regulations, 603 CMR 35.00. The following eight-part series was developed to support effective implementation of the regulations by districts and schools across the Commonwealth.

**Part I: District-Level Planning and Implementation Guide**

This Guide takes district leaders – school committees, superintendents and union leaders - through factors to consider as they decide whether to adopt or adapt the Model System or revise their own evaluation systems to meet the new educator evaluation regulation. The Guide describes the rubrics, tools, resources and model contract language ESE has developed, and describes the system of support ESE is offering. It outlines reporting requirements, as well as the process ESE will use to review district evaluation systems for superintendents, principals, teachers and other licensed staff. Finally, the Guide identifies ways in which district leaders can support effective educator evaluation implementation in the schools.

**Part II: School-Level Planning and Implementation Guide**

This Guide is designed to support administrators and teachers as they implement teacher evaluations at the school level.  The Guide introduces and explains the requirements of the regulation and the principles and priorities that underlie them. It offers guidance, strategies, templates and examples that will support effective implementation of each of the five components of the evaluation cycle: self-assessment; goal setting and educator plan development; plan implementation and evidence collection; formative assessment/evaluation; and summative evaluation.

**Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher**

The Guide presents the Model Rubrics and explains their use. The Guide also outlines the process for adapting them.

**Part IV: Model Collective Bargaining Contract Language**

This section contains the Model Contract that is consistent with the regulation, with model language for teacher evaluation. The Guide will contain model language for administrators represented through collective bargaining by March 15, 2012.

**Part V: Implementation Guide for Principal Evaluation**

This section details the model process for principal evaluation and includes relevant documents and forms for recording goals, evidence and ratings. The Guide includes resources that principals and superintendents may find helpful, including a school visit protocol.

**Part VI: Implementation Guide for Superintendent Evaluation**

This section details the model process for superintendent evaluation and includes relevant documents and a form for recording goals, evidence and ratings. The Guide includes resources that school committees and superintendents may find helpful, including a model for effective goal setting.

**Part VII: Rating Educator Impact on Student Learning Using District-Determined Measures of Student Learning (July 2012)**

Part VII is scheduled for publication in July 2012.  It will contain guidance for districts on identifying and using district determined measures of student learning, growth and achievement, and determining ratings of high, moderate or low for educator impact on student learning.

**Part VIII: Using Staff and Student Feedback in the Evaluation Process (May 2013)**

Part VIII is scheduled for publication in May 2013.  It will contain direction for districts on incorporating student and staff feedback into the educator evaluation process.

# Overview

## The Opportunity

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—superintendents, principals and other administrators, and teachers.[1] The regulations are designed primarily to promote leaders' and teachers' growth and development, while placing improved student learning at the center of every educator's work.[2] Starting in 2012–2013, every district in the Commonwealth will be phasing in evaluation systems that are consistent with the new regulations.

To do so will require changes in culture and practice in many schools and districts because the new regulations assume that all educators will take a leading role in shaping their professional growth and development. The process calls for all educators to assess their own performance and propose challenging goals. All educators will collect evidence and present conclusions about their performance, progress on their goals, and their impact on student learning, growth, and achievement. The new regulations place high value on both collaboration and accountability. As a result, all educators—and the teams they work with—will need to be supported to do this work effectively and efficiently. This Implementation Guide aims to provide support for school committees and superintendents as they apply the regulations to the superintendent evaluation process.

## Massachusetts Model System for Educator Evaluation

The regulations call for the Department of Elementary and Secondary Education (ESE) to provide models for evaluating all educators. On January 10, 2012, ESE released the first components of the comprehensive Model System for Educator Evaluation that districts may choose to adopt or adapt. Rather than adopt or adapt the model, districts may choose to revise their existing evaluation systems so that they meet the requirements of the regulations. Districts that adopt the model will confirm with ESE that they have done so. Districts that decide to adapt the model or revise their existing systems will complete a detailed questionnaire and submit their systems to ESE for review. (For more information on the review process for districts that decide to adapt the model or revise their own evaluation processes, see Part I of the Model System, District-Level Implementation Guide.)  Districts participating in Race to the Top will submit their evaluation systems to ESE by September 2012. Other districts will submit theirs by September 2013. ESE will report its review findings to the district and the Board of Elementary and Secondary Education.

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[1] For the full text of the regulations, see http://www.doe.mass.edu/lawsregs/603cmr35.html.

[2] The regulations establish two purposes for evaluation: Promote student learning, growth, and achievement by providing superintendents with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, and provide a record of facts and assessments for personnel. The evaluation process for superintendents does not supersede the employment contract of the superintendent. Section 35.05 of the regulations makes explicit that: "Nothing in these regulations shall abridge the authority of a school or district to dismiss or non-renew an educator consistent with applicable law."

The regulations call for districts to phase in components of the evaluation system as follows:

- **Phase I.** The first phase of all evaluation systems calls for summative ratings based on attainment of goals and performance against the four Standards defined in the educator evaluation regulations.

- **Phase II.** The second phase adds a rating of educator impact on student learning gains based on trends and patterns for multiple measures of student learning gains. (ESE will provide direction and guidance by June 2012.)

- **Phase III.** A third phase adds using feedback from students and (for administrators) staff. (ESE will provide direction and guidance by June 2013.)

In addition, under the regulations, "districts may develop and implement Peer Assistance and Review Programs (PAR) through the collective bargaining process" (CMR 603 35.10). ESE expects to supplement the Model with guidance on peer assistance and review systems.

## Development of the Model Evaluation System for Superintendents

The Model Evaluation System for superintendents has been developed by a representative group of school committee members and superintendents selected by the executive directors of the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS) in collaboration with staff from ESE.[3] In addition, representatives from the Massachusetts Elementary Principals Association (MESPA) and Massachusetts Secondary School Administrators Association (MSSAA) offered suggestions and commented on features of the process as it was being developed. The MASC and MASS representatives met with ESE staff members throughout fall 2011 to reach consensus on a model process that is consistent with the new regulations and that all three organizations will recommend. They developed this Implementation Guide to provide school committees and superintendents with guidance on implementing the model.

This Implementation Guide describes the model and includes relevant documents including a report form on which school committees and superintendents can record goals, evidence, and ratings. The guide includes resources that school committees and superintendents may find helpful. These include resources to support effective goal setting, suggestions for how to modify the process for superintendents in their first year, and suggestions for superintendents serving in supervisory unions in which more than one school committee shares responsibility for their evaluation. Under Massachusetts Public Records and Open Meeting laws, the superintendent evaluation process is a public process. Appendix J details how these laws affect the process for evaluating the superintendent.

The regulations require that ESE update its Model System as needed in future years. ESE looks forward to receiving feedback on this Implementation Guide at educatorevaluation@doe.mass.edu.

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[3] For MASC: Mike Gilbert (MASC field director, former Holliston and Whittier school committees), Jim Hardy (MASC field director and former East Bridgewater), Dorothy Presser (MASC president, Lynnfield), Rebecca Stone (Brookline), and Geoff Swett (Wareham).

For MASS: Melinda Boone (Worcester), Mary Czajkowski (MASS vice president, Barnstable), Midge Frieswyk (Avon), Bill Lupini (Brookline), Chris McGrath (MASS and former Tewksbury), and Isabelina Rodriguez (Granby).

For ESE: Claudia Bach and Karla Baehr.

# Resources to Support Effective Implementation

MASC, MASS, and ESE are committed to supporting school committees and superintendents to implement the Model System. All three organizations see strengthening superintendent evaluation as an opportunity for school committees and superintendents to take the lead in modeling for their staff members and stakeholders "best practice" in evaluating the district's chief executive officer. By doing so, school committees and superintendents can lead the way in modeling the culture and practice of collaboration and accountability that are at the heart of the new regulations.

In addition to working together to produce this Implementation Guide, the three organizations are collaborating through the District Governance Project. Using Race to the Top funding, MASC, in consultation with MASS and ESE, is developing a training module and coaching support to help school committees and superintendents implement the model effectively and in ways that will help them strengthen their focus on improving student learning. In addition, MASC's orientation workshop for new school committee members, Charting the Course, is being revised to incorporate information about using the Model Evaluation System for superintendents.[4]

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[4] For details on the District Governance Project and Charting the Course, see the MASC website (http://www.masc.org).

# The Model Evaluation Process for Superintendents

## Standards, Indicators, and Rubric

This Implementation Guide contains Standards and Indicators of effective superintendent practice that are based on the Standards and Indicators of effective administrative leadership practice detailed in the regulations.[5] As required by the regulations, the Standards and Indicators have been turned into a rubric that specifies the elements of each indicator and then describes the elements at four levels of performance: *Unsatisfactory, Needs Improvement, Proficient,* and *Exemplary.*

A rubric is a critical component of the regulations, required for every educator. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They can foster constructive dialogue about performance expectations and how to improve practice. Used well, the rubrics prompt careful analysis, thoughtful discussion and constructive feedback. They may need to be adapted to match the job responsibilities of superintendents in large districts in which other district administrators may be directly responsible for some functions that in smaller districts are performed directly by the superintendent. These and other differences in local context can be explored in the discussion of the rubric. It should be noted that the superintendent can use the rubric as the starting point for developing expectations for assistant superintendents and other district-level administrators since many of the Indicators and elements appropriate for superintendents also are appropriate expectations for other district administrators. Collective bargaining is required in the case of evaluation of administrators not employed under individual employment contracts, as are superintendents, principals and some district administrators.

## Annual Five-Step Cycle of Continuous Improvement

This Implementation Guide is organized around the five-step cycle required for all educators, a centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development.

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.



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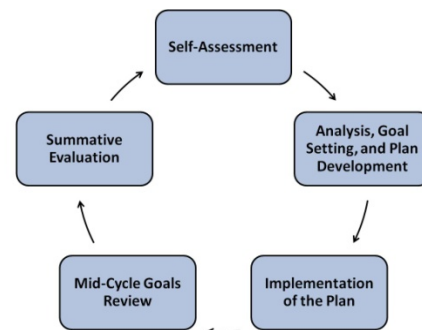
[5] CMR 35.05 requires districts to have a system for evaluating superintendents that "reflects the purposes" in the regulation and "adapts the Standards and Indicators for Effective Administrative Leadership and the procedures" in the regulation to the role of superintendent.

For superintendent evaluation in the Model System, the annual cycle includes the following:

- **Cycle Step 1: Superintendent's Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year's evaluation and rating, and other relevant evidence. Based on that assessment, the superintendent identifies at least two goals to propose to the school committee: one related to improving his or her own professional practice and one related to improving student learning.

- **Cycle Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and benchmarks of progress[6]. In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises, as needed, and adopts at least one professional practice and one student learning goal.

  In addition, the superintendent and school committee develop two to four district improvement goals with key strategies and benchmarks. Once adopted, the professional practice, student learning, and district improvement goals—with their key strategies and benchmarks of progress—become the Superintendent's Annual Plan. The plan serves as a basis for assessing the superintendent's performance.[7]

- **Cycle Step 3: Superintendent Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Plan, with assistance from the committee, as appropriate; school committee members and the superintendent individually collect evidence of progress on goals and performance against the Standards.

- **Cycle Step 4: Mid-Cycle Goals Review.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress being made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.

- **Cycle Step 5: End-of-Cycle and Summative Evaluation Reports.** The superintendent prepares an End-of-Cycle Report on progress toward each goal and performance against the Standards. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards (see Appendix E for step-by-step details of conducting the End-of-Cycle Summative Review).

Committees can determine when the annual cycle starts. For example, many will the want the superintendent to start the self-assessment process in the summer so that Step 2 in the cycle can begin at a summer retreat or at a school committee meeting in the early fall. Others may want to be able to set district goals in the spring, so they may want Step 1 of the cycle to begin in the late winter.

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[6] Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation and others, where noted, must take place in a public meeting. Further detail is provided in Appendix J of this Guide.

[7] The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the three to six goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

# Goals for Student Learning, Professional Practice, and District Improvement

Within the cycle, the Implementation Guide focuses attention on establishing three kinds of goals:

- Student learning goals

- Professional practice goals

- District improvement goals

As with all educators, goal setting focuses on both improving student achievement and developing professional practice. Including district improvement goals for the superintendent helps ensure that the superintendent evaluation process is closely coordinated with the overall district improvement planning process.

# Rating the Superintendent's Performance Against Standards

Under the new regulations, the performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient, Exemplary, Needs Improvement* or *Unsatisfactory*. It is expected that most effective educators will be rated Proficient on a standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.

- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.

- A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is on track to achieve proficiency within three years.

- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

## Rating the Superintendent's Impact on Student Learning

Under the regulations, all educators will eventually earn a rating of *low, moderate,* or *high* for their impact on student learning based on trends and patterns of growth in at least two state and districtwide measures of student learning, including MCAS Student Growth Percentile (MCAS SGP) data. The regulations require ESE to develop and disseminate by June 2012 guidance for districts about how to select or develop appropriate districtwide measures and how to analyze them to determine an appropriate rating. When that guidance is available, ESE will publish a supplement to the Model System. In the meantime, understanding how the MCAS Student Growth Percentile (SGP) differs from the MCAS Composite Proficiency Index (CPI) is essential to ensuring fair use of student learning measures in educator evaluation.[8]

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[8] More information about SGP can be found at www.doe.mass.edu/mcas/growth.

# Guidance for Conducting the Evaluation Process

School committees and superintendents should seriously consider an orientation process before launching Step 1 of the five-step evaluation cycle, especially in the first years of its use.[9] The chair and superintendent should ensure that every member receives a copy of the Implementation Guide including the End-of-Cycle Summative Evaluation Report and the rubric. All committee members and the superintendent need to have an opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved.

## Step 1 of the Cycle: Superintendent's Self-Assessment

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 examines a wide range of evidence and consults with the district's administrative leadership team of district administrators and principals and others.
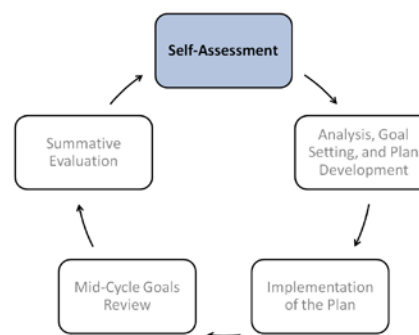
   

2. **The superintendent identifies professional practice and student learning goals.[10]**

   The superintendent uses 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 identifies 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 others, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. **The superintendent combines the goals into a draft Superintendent's Annual Plan to propose to the school committee.**

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[9] For a summary of superintendent and school committee responsibilities in the superintendent evaluation process, see Appendix C for school committees and Appendix D for superintendents.

[10] Appendix F, "What Makes a Goal 'SMART'?", provides information on setting specific, measurable, and actionable goals.

# Step 2 of the Cycle: 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.**

   The superintendent and school committee review the rubric that describes the Standards and Indicators for effective superintendent practice at four levels of performance. The purpose of this joint review is to help the superintendent and school committee members clarify roles, responsibilities, and expectations.[11]
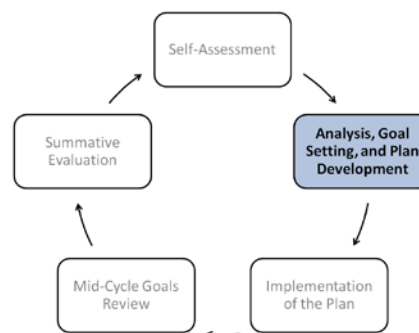
   The focus of the rubric review is on the elements within each indicator. In collaboration with the superintendent, the committee asks and answers the following questions:

   - Are any revisions to the elements necessary to reflect the local district context?

   - 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?

   - 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?

   To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report to reflect the decisions made.

2. **The superintendent presents the proposed superintendent's plan to the school committee.**

   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

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[11] Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

**3. The school committee decides on the Superintendent's Annual Plan.**

Following discussion of the superintendent's proposed goals the school committee determines the professional practice and student learning goals and the evidence that will be used to complete the evaluation process and determine the superintendent's performance ratings on each standard and overall, as well as the rating of the superintendent's overall impact on student learning gains: *low*, *moderate*, or *high*.[12]

In addition, the school committee and superintendent discuss what district improvement goals will focus district work in the year ahead. The school committee adopts district improvement goals with key strategies, timelines, and benchmarks for assessing progress.

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.

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain Standards and/or Indicators is considered significantly more important than others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report to reflect these priorities.

> **A note on establishing priorities among Standards:** The regulations place a priority on Standard I, Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I.

> **A note on multiyear goals:** School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

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[12] The regulations require that by June 2012, ESE will issue guidance for districts for determining the districtwide measures that are to be used in rating each educator's impact on student learning as well as guidance on determining whether the impact is *low, moderate,* or *high*. When that guidance is issued, ESE will update this Implementation Guide to apply that guidance to the evaluation of superintendents.

# 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.[13]

   ***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

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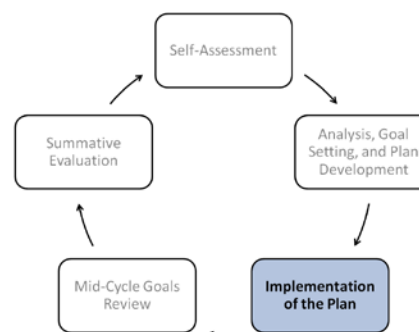
[13] As noted in an earlier footnote, student and staff feedback are not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by June 2013.

## Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

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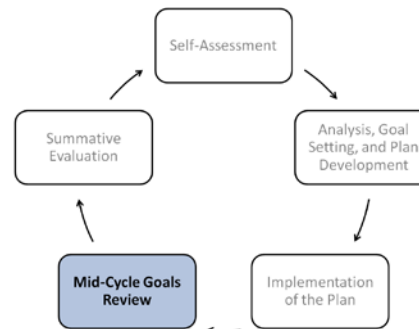
### 2. The school committee and superintendent review the progress report at a public meeting:

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.

## Step 5 of the Cycle: End-of-Cycle and Summative Evaluation and Report[14]

### 1. The superintendent submits an End-of-Cycle Progress Report.

The superintendent prepares and submits to the school committee an assessment of:

- Progress on the goals

- Performance on each of the Standards

- Impact on student learning with data supporting the assessment

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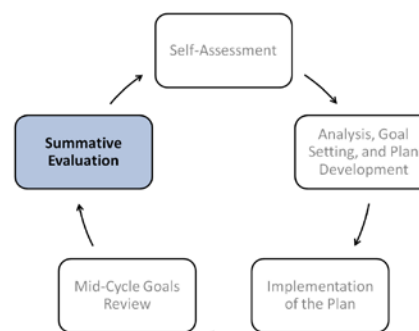
[14] Appendix E offers a detailed step-by-step guide to conducting the end-of-cycle performance review.

**2. Each school committee member prepares an End-of-Cycle Summative Evaluation Report.**

Each committee member reviews the evidence and report prepared by the superintendent as well as any other relevant evidence for the purpose of arriving at:

- An assessment of progress on goals

- A rating of the superintendent's performance on each of the Standards

- An overall rating of the superintendent's performance

- A rating of the superintendent's impact on student learning gains[15]

**3. The school committee chair drafts an End-of-Cycle Summative Evaluation Report.**

The school committee chair compiles the End-of-Cycle Evaluation Reports compiled by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

**4. The school committee adopts a final End-of-Cycle Summative Evaluation Report.**

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts an End-of-Cycle Summative Evaluation Report.

**A Note on using the End-of-Cycle Summative Evaluation Report form:[16]**

The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and match each to one of the four Standards of performance.

- The superintendent and/or chair annotate the End-of-Cycle Summative Evaluation Report to reflect goals, Standards and/or Indicators which may be considered priorities by the School Committee.

- Individual committee members use it to complete their individual End-of-Cycle Summative Evaluation Reports.

- The school committee chair uses it to draft a composite End-of-Cycle Summative Evaluation Report

- The school committee chair or designee record the End-of-Cycle Summative Evaluation Report adopted by the school committee.

- In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

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[15] As noted in the Overview, a rating of *low, moderate,* or *high* will be based on trends and patterns in student learning gains based on districtwide measures of student learning. ESE will be providing guidance by June 2012 about how to complete this part of the evaluation rating.

[16] The End-of-Cycle Report Form appears as Appendix B

# Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the evaluation process. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.

**Appendices: Resources to Support Effective Implementation**

# Appendix A. Standards and Indicators of Effective Superintendent Leadership Rubric

**Part III: Guide to Rubrics and Model Rubrics for Superintendent, Principal and Teacher** http://www.doe.mass.edu/edeval/model/

## Appendix B. End-of-Cycle Summative Evaluation Report: Superintendent

# End-of-Cycle Summative Evaluation Report: Superintendent

**Superintendent:** _____  _____  _____

**Evaluator:** _____  _____  _____

| Name | Signature | Date |

## Step 1: Assess Progress Toward Goals (*Complete page 3 first; circle 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 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each standard.*)

| Indicators | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|---|
| *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. <br> *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. <br> *Proficient* = *Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance. <br> *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 | ☐ | ☐ | ☐ | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | ☐ | ☐ |
| Standard III: Family and Community Engagement | ☐ | ☐ | ☐ | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | ☐ | ☐ |

**Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle 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*.

**Comments:**

# Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
*Check one box for each goal.*

| Goal(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|
| **Professional Practice** | | | | | | |
| 1 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Student Learning** | | | | | | |
| 2 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **District Improvement** | | | | | | |
| 3 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Other Goals (if any)** | | | | | | |
| 6 | | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7 | | ☐ | ☐ | ☐ | ☐ | ☐ |

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

*Check one box for each indicator and circle the overall standard rating.*

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|---|
| **I-A.** **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. | ☐ | ☐ | ☐ | ☐ |
| **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. | ☐ | ☐ | ☐ | ☐ |
| **I-C.** **Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. | ☐ | ☐ | ☐ | ☐ |
| **I-D.** **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. | ☐ | ☐ | ☐ | ☐ |
| **I-E.** **Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. | ☐ | ☐ | ☐ | ☐ |

| **Overall Rating for Standard I (Circle one.)** | The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. |
|---|---|

| Unsatisfactory | Needs Improvement | 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
- ☐ Analysis of classroom walk-through data
- ☐ 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
- ☐ Protocol for school visits
- ☐ Other:_____

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

*Check one box for each indicator and circle the overall standard rating.*

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|---|---|---|
| **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. | ☐ | ☐ | ☐ | ☐ |
| **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. | ☐ | ☐ | ☐ | ☐ |
| **II-C. Scheduling and Management Information Systems:** Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. | ☐ | ☐ | ☐ | ☐ |
| **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. | ☐ | ☐ | ☐ | ☐ |
| **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. | ☐ | ☐ | ☐ | ☐ |

| *Overall Rating for Standard II (Circle one.)* | The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. |
|---|---|

Unsatisfactory        Needs Improvement        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 and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

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

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

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|:---:|:---:|:---:|:---:|
| 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. | ☐ | ☐ | ☐ | ☐ |
| III-B. **Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. | ☐ | ☐ | ☐ | ☐ |
| III-C. **Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. | ☐ | ☐ | ☐ | ☐ |
| III-D. **Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner. | ☐ | ☐ | ☐ | ☐ |

| ***Overall Rating for Standard III*** *(Circle one.)* | The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. |
|---|---|

Unsatisfactory          Needs Improvement          Proficient          Exemplary

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




**Examples of evidence superintendent might provide**:

☐ Goals progress report
☐ Participation rates and other data about school and district family engagement activities
☐ Evidence of community support and/or engagement

☐ Sample district and school newsletters and/or other communications
☐ Analysis of school improvement goals/reports
☐ Community organization membership/participation/ contributions

☐ Analysis of survey results from parent and/or community stakeholders
☐ Relevant school committee presentations and minutes
☐ Other:_____

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

*Check one box for each indicator and circle the overall standard rating.*

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|:---:|:---:|:---:|:---:|
| **IV-A. Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. | ☐ | ☐ | ☐ | ☐ |
| **IV-B. Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. | ☐ | ☐ | ☐ | ☐ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills. | ☐ | ☐ | ☐ | ☐ |
| **IV-D. Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. | ☐ | ☐ | ☐ | ☐ |
| **IV-E. Shared Vision:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. | ☐ | ☐ | ☐ | ☐ |

| *Overall Rating for Standard IV* <br><br> *(Circle one.)* | The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. |
|---|---|

Unsatisfactory          Needs Improvement          Proficient          Exemplary

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

**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:_____

# Appendix C. School Committee Responsibilities

1.  Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.

2.  Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.[1]

3.  ***School committee chair.*** Oversee the superintendent evaluation process and ensure that all steps in the process are conducted effectively and with integrity.

4.  Identify the superintendent's strengths and areas for improvement and make recommendations for improvement.

5.  Ensure that the goals and actions detailed in the Superintendent's Annual Plan are:

    a.  Challenging

    b.  Measurable

    c.  Focused on high-priority needs of the district's students

6.  ***School committee chair.*** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.

7.  Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the superintendent's individual performance.

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[1] The Attorney General has recently issued guidance in the form of frequently asked questions concerning the procedure to conduct superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009). The Attorney General's guidance is included elsewhere in this guide.

# Appendix D. Superintendent Responsibilities

1.  Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.

2.  Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.

3.  Prepare for the goal setting and plan development meeting with the school committee:

    a.  Complete a self-assessment of practice using the rubric.

    b.  Analyze data on student learning, growth, and achievement.

    c.  Analyze student and staff data, where available.[1]

    d.  Assess district and school progress, strengths, and areas in need of improvement.

    e.  Seek input from the administrative team and others, as appropriate.

    f.  Draft three to six goals ("SMART"),[2] each with key strategies, timelines, and benchmarks of progress:

        -   At least one goal to improve student learning

        -   At least one goal to improve his or her own professional practice

        -   Goals for district improvement

4.  Meet with the school committee to discuss the professional practice and student learning goals you are proposing. Collaborate with the school committee to identify district improvement goals. Accept revisions determined by the school committee.

5.  Implement the plan's goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.

6.  Prepare a mid-cycle report on progress on the goals and present it to the school committee.

7.  Prepare an end-of-cycle report on progress on the goals and performance on the Standards.

8.  Participate actively in the end-of-cycle evaluation meeting.

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[1] Student and staff feedback is not required to be used as part of the educator evaluation process until 2013–14; ESE will provide guidance and direction by July 2013. While student and staff feedback will be required, the Board has not yet determined whether parent feedback will be. Before July 2013, ESE is required to report on its research concerning "the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation." See 603 CMR 35.07(1)(c)(1-2-4).

[2] See Appendix F, "What Makes a Goal "SMART"?

# Appendix E. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

**Step 1: Individual members assess goal attainment**. First, each committee member reviews the superintendent's End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the superintendent has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet

- Some Progress

- Significant Progress

- Met

- Exceeded

**Step 2: Individual members rate performance against the Standards**. Next, each member renders a judgment about the superintendent's performance against each Standard, rating it:

- Unsatisfactory

- Needs Improvement

- Proficient

- Exemplary

To reach a judgment on each standard, the committee member assesses performance against each indicator, taking into account, at a minimum, the progress on the goals most directly related to each standard. A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient and* represents a regional or state model. For new superintendents, a rating of *Needs Improvement* should be seen as developing, reflecting the judgment that the new superintendent's performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Committee members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings. Although written comments are encouraged for all ratings, they are essential when ratings point to *Exemplary* or less-than-*Proficient* performance.

**Step 3: Individual members rate overall performance**. Third, each member renders a single overall summative judgment of the superintendent's performance based on performance against each of the four Standards and attainment of the goals detailed in the Superintendent's Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of *Exemplary, Unsatisfactory* or *Needs Improvement* should be accompanied by written comments explaining the rationale and evidence for the rating.

**Step 4: Individual members rate impact on student learning**. Finally, based on trends and patterns on district-determined measures of student learning, MCAS Student Growth Percentile, and Massachusetts English Proficiency Assessment (MEPA) gain scores (when available), each member renders an individual judgment of the superintendent's impact on student learning.

**Step 5: The chair compiles individual ratings and drafts summative evaluation**. The chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the superintendent and school committee in advance of a public meeting. When compiling individual members' evaluation reports, the chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the superintendent's performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and committee evaluations are public documents under Massachusetts law.[1]

**Step 6: Committee discusses and adopts End-of-Cycle Summative Evaluation Report**. At a public meeting of the school committee at which the superintendent is present, committee members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the superintendent's personnel file.

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[1] See Appendix J, "How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?"

# Appendix F. What Makes a Goal "SMART"?[1]

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This "SMART" Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

| | | |
|---|---|---|
| **S** | = | **S**pecific and **S**trategic |
| **M** | = | **M**easurable |
| **A** | = | **A**ction Oriented |
| **R** | = | **R**igorous, **R**ealistic, and **R**esults-Focused (**the 3 Rs**) |
| **T** | = | **T**imed and **T**racked |

Goals with an action plan and benchmarks that have these characteristics are "SMART."

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

**First, an example of *not* being "SMART" with goals:** *I will lose weight and get in condition.*

**Getting SMARTer:** *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

> The **hope** is now a **goal**, that meets most of the SMART Framework criteria:
>
> | | |
> |---|---|
> | It's **S**pecific and Strategic | = 10 pounds, 1 mile |
> | It's **M**easurable | = pounds, miles |
> | It's **A**ction-oriented | = lose, run |
> | It's got the 3 Rs | = weight loss and running distance |
> | It's **T**imed | = 10 weeks |

**SMART enough:** To make the goal really "SMART," though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

**Key Actions**

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.

- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

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[1] The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There's a S.M.A.R.T. way to write management's goals and objectives* , Management Review 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal "SMART"?* also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D'Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

**Benchmarks**:

- For Process, maintaining a daily record of calorie intake and exercise

- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

The remainder of this appendix offers more details on the characteristics of SMART goals with action plans and benchmarks as they apply in schools and districts.

## S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

## M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

## A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

## R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

## T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

# Appendix G. Sample District and Superintendent SMART Goals[22]

Please note that these goals are not yet "SMART" because they do not have key actions and benchmarks attached to them that will make clear how they will be accomplished and measured.

## District Improvement Goals

**Goal 1: Professional Learning Communities.** By June 2014, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

**Goal 2: Fair Teacher Evaluation.** By June 2013, 100 percent of administrators, instructional coaches, and selected teacher leaders will be able to describe and rate teaching practice they observe consistently.

**Goal 3: Curriculum Frameworks Alignment.** Starting in September 2013, every student will be taught curriculum that is fully aligned with the revised MA Curriculum Frameworks for English language arts (ELA).

**Goal 4: College & Career Readiness.** By June 2013, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

**Goal 5: Goal Setting.** By December 1, 2012, all principals and department heads will be pursuing a challenging yet realistic team goal to improve their professional practice.

## Student Learning

**Goal 1: Achievement Gap.** By September 2013, our achievement gap in mathematics will be reduced by __ percent, consistent with our district's Race to the Top (RTTT) goal.

**Goal 2: College Readiness.** By June 2013, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

**Goal 3: Student Growth.** The median MCAS Student Growth Percentile (SGP) score for mathematics will increase by __ percent in at least four of six grade levels.

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[22] See Appendix H for examples of SMART goals for superintendents new to districts.

## Educator's Professional Practice

**Goal 1: Meeting Leadership.** I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

**Goal 2: School Visits.** I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

**Goal 3: Assessing Teaching Practice.** I will improve my skills at debriefing classroom observations done jointly with principals by including a district specialist in mathematics, English as a second language, and/or science in at least one quarter of my classroom observations and follow-up debriefs with principals.

# Appendix H. What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. Two modifications to the process are worth considering.

The first difference lies in the rating system as it applies to superintendents new to the role of superintendent. As described earlier, ratings of *Exemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed *Proficient* and are worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they superintendents, principals, or teachers—are expected to be *Proficient* on every indicator or even every standard in their first years of practice. For that reason, the *Needs Improvement* level of performance has a particular meaning for educators new to the role of teacher, principal, or superintendent. In these cases, *Needs Improvement* has the meaning of developing. It means that the educator's practice on a standard or indicator is not yet *Proficient*, but the educator appears to be "on track" to achieve proficiency within three years.

The second modification applies to both superintendents new to the role and those who are new to a district. It has to do with the substance of the goals established for the superintendent in the first year.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program launched in 2010 by ESE and MASS in collaboration with MASC. The induction program supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following four goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.[1] The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice. The fourth can be a good starting point for implementing educator evaluation in the district in a fair, transparent manner.

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[1] Joan Connolly, retired superintendent from Winthrop and Malden, contributed to the development of these examples. Dr. Connolly directs the New Superintendent Induction Program.

**Goal 1: Effective Entry and Direction Setting**. By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

*Key Actions*

1. By mid-August,[2] present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.

2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By March, propose key strategies to improve student learning and other district systems of support.

4. By April, collaborate with school committee to identify three to five student learning and district improvement goals.

5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

*Benchmarks*

1. Presentations completed on schedule (process).

2. Goals adopted (process).

3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

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[2] This timetable applies to superintendents who begin July 1; it will need to be adapted for those starting at other times.

**Goal 2: Maintaining Momentum During the Transition**. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

*Key Actions*

1. Within six weeks, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

2. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the superintendent supervises.

3. By late spring, conduct at least three school and classroom visits to each school.[3]

4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

*Benchmarks*

1. Completed Educator Evaluation Plans (process).

2. Log demonstrating at least three visits per school (process).

3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

**Goal 3: (Professional Practice) New Superintendent Induction Program.** Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least *Proficient* ratings on each major assignment.

*Key Actions*

1. Attend eight daylong sessions.

2. Complete all assignments.

3. Consult with my assigned coach at least monthly.

*Benchmarks*

1. Calendar documents attendance and contact with coach (process).

2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The superintendent and school committee may consider a fourth goal. Pursuing this goal will help a district implement the new educator evaluation system at the same time as the district leadership team is strengthened in ways that will lead to improvements in teaching and learning districtwide.

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[3] In districts with more than 10 schools, responsibility for school visits may need to be shared with one or more assistant superintendents.

**Goal 4: Fair, Effective Classroom Teacher Evaluation.** By June, principals' and district administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

*Key Actions*

1. Monitor the frequency of principal visits to classrooms and review the quality of their feedback to teachers.

2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.

3. During school visits, observe classrooms with the principal and share conclusions about the level of practice observed.

*Benchmark*

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome).

# Appendix I. What Changes in the Process Should Be Considered for Superintendents Serving More Than One School Committee?

School committees and superintendents need to consider how to adapt the process for superintendents who serve more than one school committee. If the goal-setting process outlined in Step 2 is completed independently by each school committee, the resulting set of three to six goals from each committee may prove unwieldy. A similar problem is posed by the rubric review process through which committees establish priority Standards and Indicators and the relative weight that goal attainment will play in the evaluation process. If done separately by each committee, the rubric review process can leave the superintendent confronting competing, and possibly conflicting, priorities.

For both of these reasons, the school committees and superintendent should consider establishing a process through which the committees—all members or designated members of each—will meet publicly as a committee of the whole for the purpose of establishing the four to six goals and establishing any priorities that will guide the evaluation process. Some committees may conclude that it also makes sense to join together to conduct Step 5 of the process (End-of-Cycle Summative Evaluation) as well.

# Appendix J.  How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

**1. May a public body perform an evaluation of an employee in executive session?**

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a superintendent's contract, a school committee may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

**2. Are individual evaluations completed by members of public bodies public records?**

Yes. The Open Meeting Law carves out an exception from the Public Records Law for "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator's professional competency.

**3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?**

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

**4. May a public body discuss issues relative to the salary of a public employee in executive session?**

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee's job performance merits a bonus or salary increase, must be conducted in open session.

EXHIBIT C
(Unchanged from 2014-17 Contract)

**EXHIBIT C to the July 1, 2014 Superintendent**
**Minuteman Regional Vocational School District**
**Contract of Employment**

## Use and Occupancy Agreement

WHEREAS the Committee has determined that it would be advantageous to the Committee to provide housing to the Superintendent on school grounds as a convenience to the Committee, as an aid to the Superintendent in the performance of his duties under the Contract of employment and as a condition of the Superintendent's employment with the Committee, and

WHEREAS, it is expected that the Superintendent will generally be available during off hours in the event of emergencies or other issues requiring his attention during off hours and to ensure a responsible presence on the campus during off hours,

It is hereby agreed as follows:

1.    During the term of the Contract, the Committee may, at its option, provide that for so long as the Superintendent shall remain employed in the position of Superintendent, and subject to the provisions hereof, the Superintendent shall be required to use and occupy for private residential dwelling purposes the following premises (the "Premises"):

The building known as 10 Mill Street, located on the Minuteman Regional High School Campus located at 758 Marrett Road, Lexington, Massachusetts, together with the land immediately adjacent thereto and six adjacent parking slots and all public or common areas including driveways, sidewalks, entrances and exits.

2.    The effective date of the granting of this license to use and occupy the Premises shall be known as the "Commencement Date". The Commencement Date shall be July 1, 2014. The initial term of the license to use and occupy the Premises shall be for a term of thirty-six (36) calendar months following the Commencement Date, subject to earlier revocation, termination and cancellation as provided herein.

3.    The Superintendent's rights to use and occupy the Premises shall terminate automatically without the need of any notice as of the effective date of the termination of his employment under this Contract of employment. Furthermore, the Committee may terminate the Superintendent's right to occupy the Premises for any reason, or no reason at all, upon not less than six (6) months prior written notice to him. Nothing herein shall diminish the right of the Committee to terminate this license to use the property immediately should it determine in good faith that six (6) months notice is not consistent with its duties to uphold the safety and security of the students. The Superintendent shall not have the right to terminate this Use and Occupancy Agreement and/or the Superintendent's obligation to pay a use and occupancy fee during the term of such Agreement without the prior written agreement of the Committee which agreement may be withheld, delayed or conditioned by the Committee in its sole and exclusive discretion.

Should a substantial portion of the Premises be substantially damaged by fire or other casualty, the Committee may elect to terminate this Use and Occupancy Agreement. When such fire, casualty, or taking renders the Premises or any part thereof unfit for use and occupancy, a just and proportionate abatement of rent shall be made, and the Superintendent may elect to terminate this Use and Occupancy Agreement if the Committee fails to give written notice within sixty (60) days after said fire or other casualty of its intention to restore the Premises, or if the Committee fails to restore the Premises to a condition substantially suitable for use and occupancy within (90) days after said fire or other casualty, provided however that nothing contained in this paragraph shall be construed to require the Committee to make such restoration.

4.    Upon any expiration or termination of the Superintendent's rights to use and occupy the Premises hereunder, the Superintendent shall, at his expense, remove from the Premises all personal property and belongings, repair any damage arising out of such removal, and deliver the Premises to the Committee in good and clean repair, order and condition.

5.    Except as otherwise provided in section 6, below, the Superintendent shall pay to the Committee a use and occupancy fee during his occupancy of the Premises in the amount of two thousand dollars ($2,000.00) per month ("Monthly Use and Occupancy Fee"). The Monthly Use and Occupancy Fee shall be due and payable on the first day of each month, in advance. In the event that any Monthly Use and Occupancy Fee is not paid when due, the Committee may require the Superintendent to pay a late fee of $100.00 for each late payment.

6.    In the event that the Superintendent's use and occupancy of the Premises extends beyond the initial thirty-six (36) months anticipated by this Agreement, then, in the sole and exclusive discretion of the Committee, the Monthly Use and Occupancy Fee may be adjusted on each anniversary of the Commencement Date commencing after the initial thirty-six (36) month term, in an amount to be determined by the Committee in its discretion, after consultation and discussion with the Superintendent.

7.    In the event that the Superintendent's use and occupancy of the Premises is deemed to be taxable income to him, the Superintendent shall be solely responsible therefor.

8.    In the event that any real estate taxes, or taxes in the nature of real estate taxes, assessments, or other governmental charges are imposed upon the Premises, then the Superintendent shall be solely responsible therefor.

9.    The Superintendent's rights hereunder are not assignable.

10.    Throughout his use and occupancy of the Premises, the Superintendent, at his sole cost and expense, shall keep and maintain the Premises in good order, condition and repair as the same are as of the Commencement Date, reasonable wear and tear only excepted. All personal property in any part of the Premises shall be maintained at the

sole risk of the Superintendent and he shall be solely responsible for procuring and maintaining insurance therefor.

11.     The Committee shall be responsible only for maintenance of the plumbing, electrical, lighting, heating, ventilating and other mechanical systems which are a part of or serving the Premises; utility lines, wires, pipes, ducts and conduits which are a part of or serving the Premises; and the roof and driveway of the Premises. The Committee will provide reasonable snow removal and grounds maintenance services. In addition, the Premises shall be equipped to allow the Superintendent to monitor the exterior security cameras placed on the property of which the Premises is a part, but: 1) only to the extent that this capability exists as of the date hereof in the Superintendent's office; and, 2) only after the Committee has been presented with, and has approved in advance and in writing, any expenditure necessary in order to deliver this capability to the Premises. The Superintendent agrees to be designated as a recipient of notifications issued pursuant to any alert systems serving the larger property of which the Premises is a part.
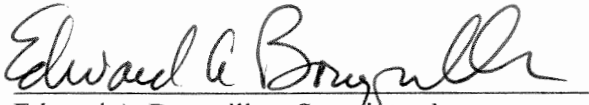
12.     The Superintendent shall, at all times during the term hereof, pay or cause to be paid at his own expense, all electric, heat, cable, fuel, and/or gas utilities and other services furnished to or serving the Premises.  The Committee requires the Superintendent to maintain appropriate telecommunications capacity for emergency use. The Committee will pay for such service, provided however that the Superintendent shall reimburse the Committee for any costs incurred as a result of his personal use of such telecommunications.
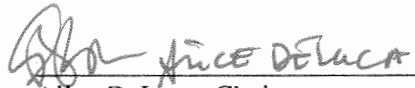
13.     The Superintendent will not make any additions or alterations to the Premises, and will not place or maintain any sign or signs on or about the Premises without the prior written consent of the Committee. In addition, the Superintendent will not strip, overload, damage, or deface the Premises or permit any nuisance in or on the Premises.
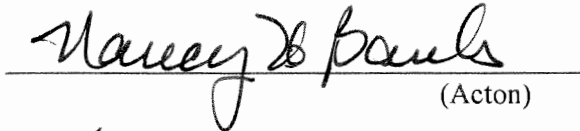
14.     The Superintendent hereby agrees to indemnify and hold harmless the Committee, the Minuteman Regional Vocational School District and its Member Towns, and its and their respective officers, directors, committees, subcommittees, boards, controllers, affiliates, assigns, agents, servants, and employees (the "Indemnitees") of and from all debts, demands, actions, causes of action, suits, claims, controversies, losses, and damages, including reasonable attorneys' fees, which the Indemnitees may suffer, sustain or become subject to, as a result of, or relating to the Superintendent's use and occupancy of the Premises hereunder, including claims for damage (including environmental damage) resulting from the Superintendent's use and occupancy hereunder, or any personal injury, loss of life, or any other claims arising out of or resulting from, either Superintendent or any of his servants, licensees or invitees.

15.     Notwithstanding any other provision contained herein, or in the Contract generally, the rights created hereunder are a mere license to occupy the Premises subject to the provisions hereof, and, without limiting the foregoing, this is not a lease of particular space, and no leasehold rights or other interest in real property is created or transferred hereby.
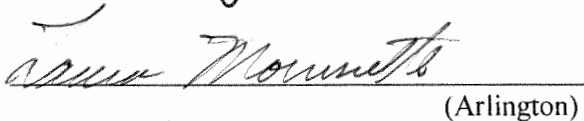
In WITNESS WHEREOF, the parties have hereunto signed and sealed this AGREEMENT and the attached Exhibit and a duplicate thereof this ___17ᵗʰ___ day of June, 2014.
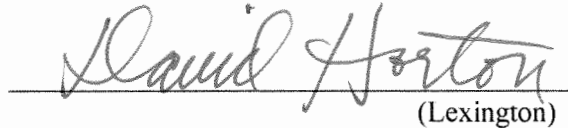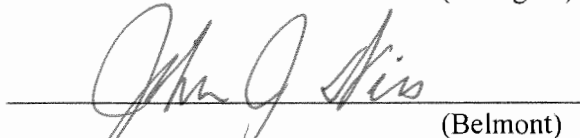
_Edward A. Bouquillon_ (signature)
Edward A. Bouquillon, Superintendent

_Alice DeLuca_ (signature)
Alice DeLuca, Chair                    (Stow)
Minuteman Regional Vocational School Committee

_(signature)_
(Acton)

_____
(Lancaster)

_(signature)_
(Arlington)

_David Horton_ (signature)
(Lexington)

_(signature)_
(Belmont)

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(Lincoln)

_(signature)_
(Bolton)

_(signature)_
(Needham)
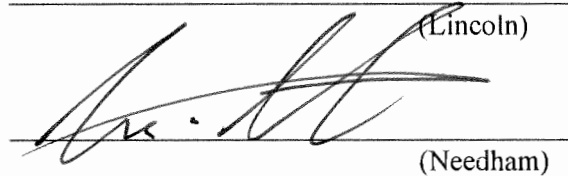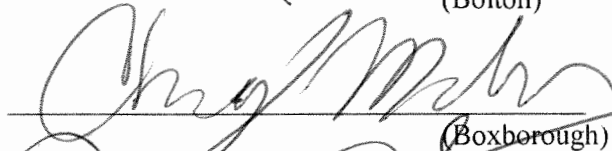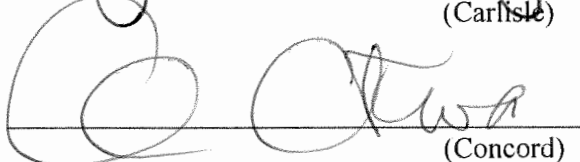
_(signature)_
(Boxborough)

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(Sudbury)

_(signature)_
(Carlisle)

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(Wayland)

_(signature)_
(Concord)

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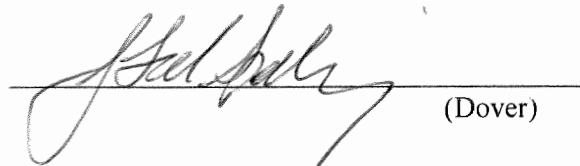(Weston)

_(signature)_
(Dover)

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**2018-2021 Superintendent Contract of Employment**
**Minuteman Regional Vocational School District**

**Massachusetts Cities/Towns Within 30 Miles of Minuteman High School**

| | | |
|---|---|---|
| Andover | Lowell | Topsfield |
| Ashland | Lynn | Tyngsboro |
| Avon | Lynnfield | Wakefield |
| Ayer | Malden | Walpole |
| Bedford | Marblehead | Waltham |
| Boxford | Marlborough | Watertown |
| Berlin | Maynard | Wellesley |
| Beverly | Medfield | Wenham |
| Billerica | Medford | Westborough |
| Boston | Medway | Westford |
| Boxford | Melrose | Westwood |
| Boylston | Methuen | Weymouth |
| Braintree | Middleton | Wilmington |
| Brookline | Milford | Winchester |
| Burlington | Millis | Winthrop |
| Cambridge | Milton | Woburn |
| Canton | Nahant | Wrentham |
| Chelmsford | Natick | |
| Chelsea | Newton | **Also:** |
| Clinton | Norfolk | Boxborough |
| Danvers | North Andover | Carlisle |
| Dedham | North Reading | Lincoln |
| Dracut | Northborough | Sudbury |
| Dunstable | Norwood | Wayland |
| Everett | Peabody | Weston |
| Foxborough | Quincy | |
| Framingham | Randolph | |
| Franklin | Revere | |
| Groton | Rowley | |
| Groveland | Salem | |
| Harvard | Saugus | |
| Haverhill | Sharon | |
| Hingham | Sherborn | |
| Holbrook | Shirley | |
| Holliston | Somerville | |
| Hopkinton | Southborough | |
| Hudson | Stoneham | |
| Hull | Stoughton | |
| Lawrence | Swampscott | |
| Littleton | Tewksbury | |