School Committee Evaluation of the Superintendent of Schools

Presentation to Nashoba Regional School Committee

November 4, 2020

"The Superintendent is responsible for overseeing the evaluations for the administrators and principals. The School Committee is responsible for evaluating the Superintendent."

Nashoba Regional School District School Committee Manual (2017,rev.2019)

NRSD Mission Statement

- Our Mission is to educate all students to their fullest potential in a safe, caring environment to become critical, creative, reflective thinkers and positive contributors to the global community.

SC evaluates the Superintendent; SC does not supervise the Superintendent

- All educators other than the Superintendent of Schools are supervised and evaluated by another educator. Those evaluations are not done in public.

- School Committee (SC) evaluates the superintendent of Schools but does not supervise the superintendent. SC hire a superintendent as the chief educational leader, and the expert in educational administration and leadership. SCs doesn't evaluate *how* the superintendent operates in day-to-day operations, for example in staff meeting. *SCs do evaluate the district planning and **the results of what the superintendent demonstrates** in terms of students outcomes and overall student achievement.* School Committee evaluates what is visible to SC; for example, in public meetings, the district presentations and superintendent reports and updates.

- School Committee conducts the superintendent evaluation process **in public** during public session school committee meetings.

Massachusetts Model System Superintendent Evaluation

The **Massachusetts educator evaluation system**, adopted in 2011 by the Board of Elementary and Secondary **Education**, establishes standards and requirements for **teachers** and administrators.

"Thoughtful

Fair

and

Useful Evaluation"

| 1 Year Cycle (New, 1-3 year Superintendents/or New to District)	2 Year Cycle: School Committee choice for Experienced Superintendents
➢ 5 Step Cycle of Continuous Improvement ➢ SC Evaluation process is on-going	➢ 5 Step Cycle of Continuous Improvement ➢ SC Evaluation process is on-going
1. Fall approval of goals and annual plan 2. Mid-Year Formative Assessment via Superintendent's Progress Report 3. End of the School Year Summative Superintendent Composite Evaluation by School Committee	**Year One**: 1. Fall approval of Superintendent Goals and Annual Plan 2. End of school year, Mid-Cycle Formative Assessment via Superintendent of Progress Report (with SC comments, feedback and if needed adjustments) **Year Two**: 1. Fall review of goals/approval of annual plan 2. End of School Year Summative Written Evaluation by School Committee

Guiding Principles from DESE for 2020-2021

- **Social-emotional wellbeing of students and educators** as foundation for effective teaching and learning.

- Provide all students with **access to grade-level instruction** and essential content

- **Strive for coherence** within and across grades, subjects and learning settings

- **Engage students and families** in learning in a meaningful and consistent manner

- Promote **cultural responsive, anti-racist teaching and learning practices** that aim directly to disrupt patterns of inequities and systems of oppression against Black/Latinx/Asian/Indigenous/Mixed race communities

The 5-Step Process for Superintendent (Educator) Continuous Improvement
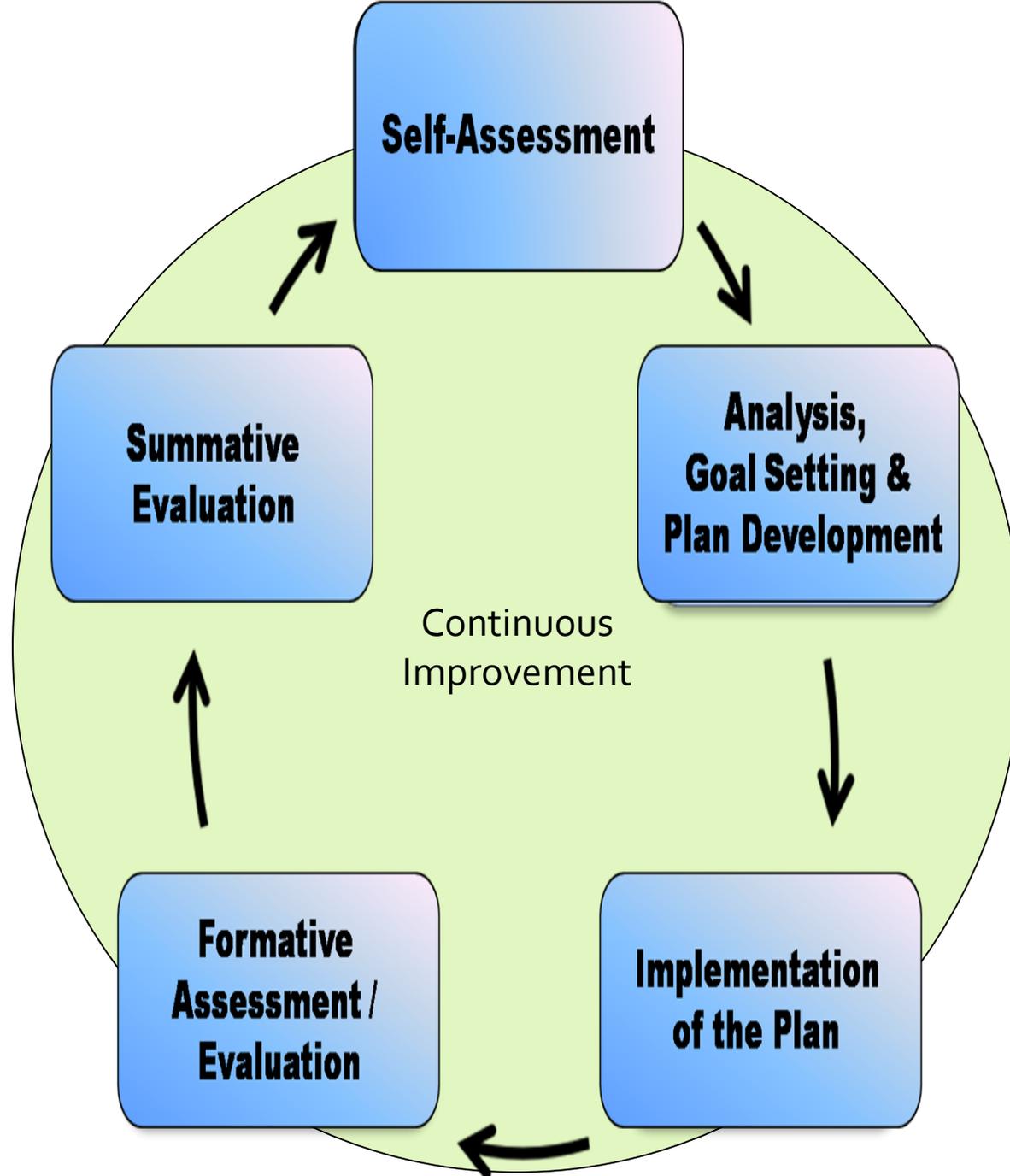
Self-Assessment

Step I.

1. Superintendent completes the self-assessment.

2. Superintendent identifies professional practice & student learning goals.

3. Superintendent drafts 2 to 4 district improvement goals.

4. Superintendent identifies six to eight Indicators from the Standards for assessing performance. (This year DESE has recommended six indicators.)

5. Superintendent combines the goals and associated focus Indicators into draft Superintendent's Annual Plan to propose to the school committee.

Components in Well-Developed Goals

Goal Statement

Key Action Steps
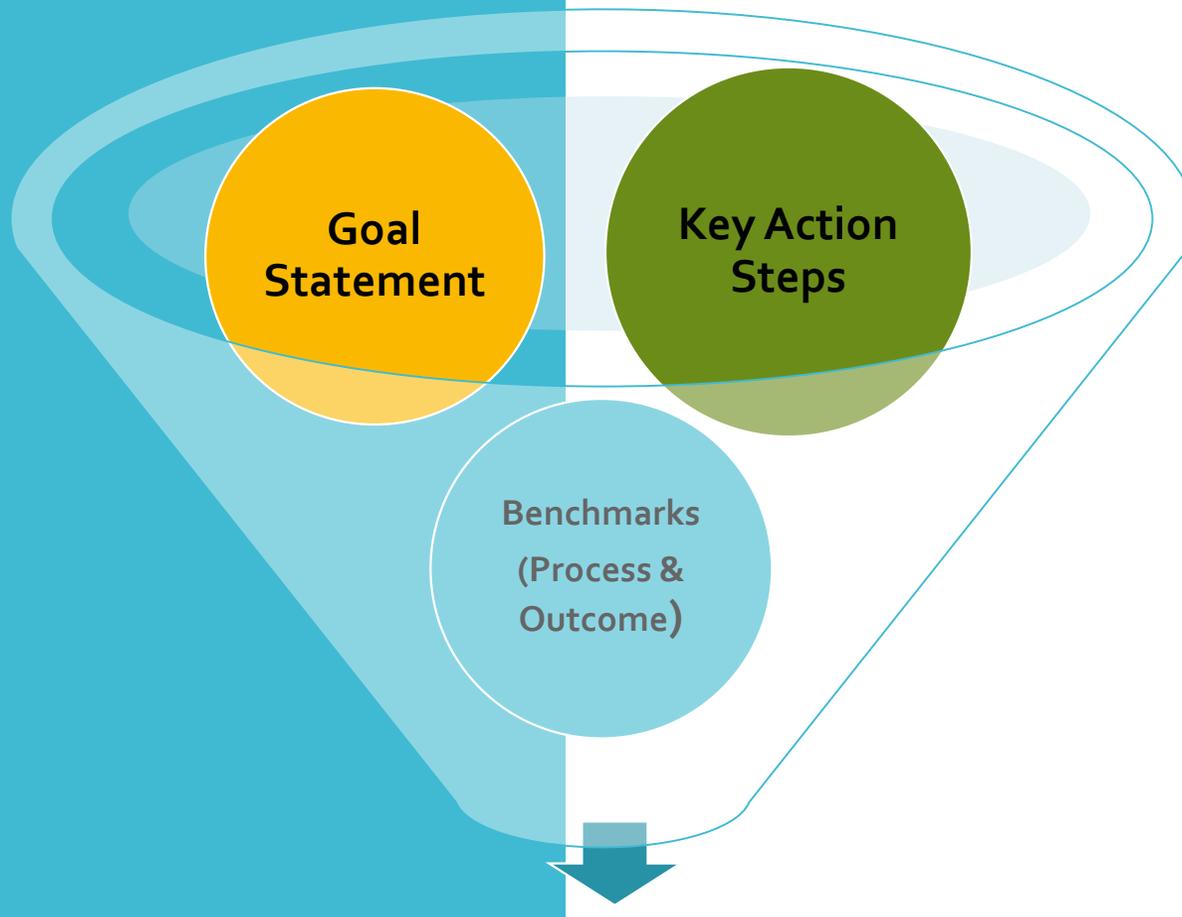
Benchmarks (Process & Outcome)

- Goal Statements include S.M.A.R.T. Goals (Student Learning, Professional Practice and District Goals)
- Key Action Steps: Actions to attain the goal including resources and timeline
- Benchmarks: Process benchmarks focus on the implementation of the plan; Outcome benchmarks monitor the effectiveness of the plan

Goals in Annual Plan

S.M.A.R.T. GOALS

S	=	**S**pecific and **S**trategic
M	=	**M**easurable (using defined metrics)
A	=	**A**ction Oriented
R	=	**R**igorous, **R**ealistic, **R**esults Focused
T	=	**T**imed and **T**racked

*DESE COVID-19 Pandemic Year of 2020-2021 and Indicators that are highest priority

- DESE has highlighted " the highest priority practices for teaching and leading during the COVID-19 pandemic." For administrators including superintendents, recommended six indicators:

- I-A Curriculum Indicator

- I-B Instruction Indicator

- II-A Environment Indicator

- II-B Human Resources Development and Management Indicator

- III-C Communication Indicator

- IV-B Cultural Proficiency Indicator

Step 2: Analysis, Goal Setting and Plan Development
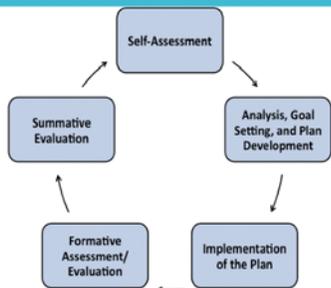
- **Step 2: Analysis, Goal Setting, and Plan Development**

- **1. The superintendent and school committee review the rubric that describes the Standards and Indicators for Effective Superintendent Practice as well as the draft goals.**

- In collaboration with the superintendent, the committee asks and answers the following questions:

- Which six to eight Indicators will be a focus for the year? Which goal(s) best reflect performance in those Indicator(s)?

- Are there any Standards or Indicators that will be weighted more than others by the committee in rating the superintendent's performance at the end of the year?

- **2. The superintendent presents the proposed annual plan to the school committee.**

- The superintendent meets with the school committee to present the proposed goals as well as the key actions, timelines, benchmarks of progress and outcomes, as well as sources of evidence.
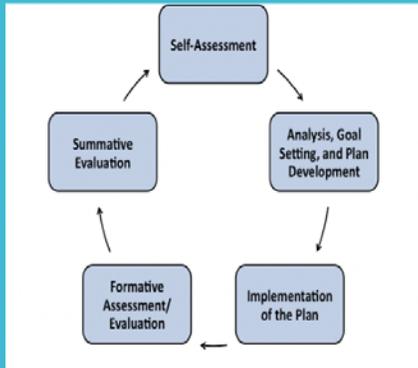
- **3. The school committee decides on the Superintendent's Annual Plan.**

Step 3: Plan Implementation

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- The superintendent and school committee members regularly communicate around progress on goals and share relevant evidence.
- The informal evaluation process is on-going throughout the year.

Step 4: Formative Assessment at Mid-Cycle

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1. The superintendent presents a progress report.

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

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Collecting and Sharing Evidence. Collecting and sharing evidence of goal progress ideally happens throughout the year, but the mid-cycle formative assessment is an opportunity to assess the evidence collected to date in accordance with what was outlined in the Superintendent's Annual Plan, as well as the three types of evidence required in the regulations:

⑩ ▪ Multiple measures of student learning, growth, and achievement;

⑩ ▪ Judgments based on observations and artifacts of professional practice, including observations of practice; and

⑩ ▪ Additional evidence relevant to one or more Performance Standards, including feedback from staff.

Step 5 Summative Evaluation

Step 5: Summative Evaluation

1.The superintendent submits a written End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.

2. Each committee member reviews the evidence and report prepared by the superintendent

3. The school committee chair drafts a Summative Evaluation Report.
Chair compiles the Summative Evaluation Reports by each member and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final Summative Evaluation Report.
At meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report that provides the superintendent with valuable information to continue through the next improvement cycle beginning with Step 1: Self-Assessment and Goal Proposal.
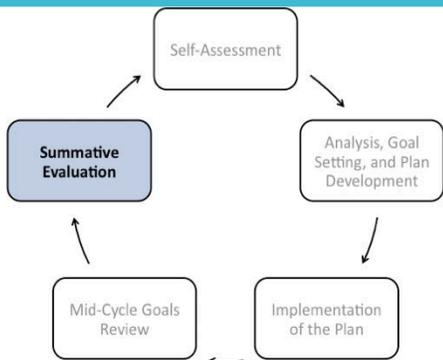
Rating Scale on Supt. Goals at Summative Evaluation

At the time of the Summative Evaluation, the superintendent will receive a rating for each Goal. The possible ratings are:
- Exceeded
- Met
- Significant Progress
- Some Progress
- Did Not Meet

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Assess Progress Toward Goals

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
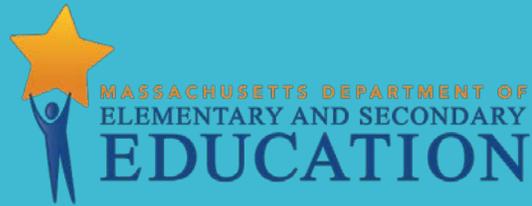
The Four DESE Standards & how School Committee evaluates the Superintendent on the Standards

STANDARD I
Instructional Leadership

DESE Language	Ratings Range	Focus Indicators Recommended for 2020-2021 by DESE
The educator leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	Unsatisfactory Needs Improvement Proficient Exemplary	**I-A CURRICULUM** (DESE examples of possible evidence: Curriculum maps Example unit plans) **I-B** INSTRUCTION (DESE examples of possible evidence: Aggregated classroom walk/through data; aggregated student feedback)

STANDARD II:
Management and Operations

DESE Language	Ratings Range	Focus Indicators Recommended for 2020-2021 by DESE
Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.	Unsatisfactory Needs Improvement Proficient Exemplary	**II-A** Environment (DESE examples: Analysis of safety and crisis plan elements and/or incident reports; analysis of student support systems, structures, or programs) **II-B Human Resources** Management & Development (DESE examples: staff hiring and retention data; school and district PD plans; annual induction and mentoring report

STANDARD III : Family and Community Engagement

DESE Language	Ratings Range	Focus Indicators Recommended for 2020-2021 by DESE
Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.	Unsatisfactory Needs Improvement Proficient Exemplary	<u>III-C Communication</u> <u>(</u><u>DESE examples: compilation of survey results from parents/community stakeholders; district website and newsletters; example agendas for Back-to-School Night and similar events)</u>

STANDARD IV:
Professional Culture

DESE Language	Ratings Range	Focus Indicators Recommended for 2020-2021 by DESE
Collaborates effectively with colleagues on a wide range of tasks. Key Practice: Consistently and effectively collaborate with colleagues on teaching and learning.	Unsatisfactory Needs Improvement Proficient Exemplary	**IV-B** Cultural Proficiency (DESE examples: implementation updates for relevant policies/practices; compilation of student/staff feedback on learning environment; related PD descriptions and/or feedback analysis)

Rating Scale for Four Standards

The superintendent will receive a rating on each Standard:
- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Exemplary: A level of performance that exceeds the already high standard of Proficient. Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.

Proficient: Performance is understood to be fully satisfactory. This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.

Needs Improvement: Performance that is below the requirements of a Standard, but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Unsatisfactory: The rating 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.

Ratings on Goals + Ratings on Standards = Over-All Summative Rating

The ratings on the Goals and the Standards are combined into an over-all summative rating of Unsatisfactory to Exemplary.

➢There are a couple items to keep in mind about the rating system:
•A superintendent must be rated on each of the four Standards.
•In order to receive an overall rating of Proficient, the superintendent must receive a
rating of at least Proficient on the Instructional Leadership standard.

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Summative Eval. Tool for each of the Four Standards

	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. Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance. Exemplary = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.				
Standard I: Instructional Leadership				
Standard II: Management and Operations				

DESE Examples of Evidence, Artifacts

- reflects evidence from each of the three categories. Examples of the evidence that may be most useful for superintendents and/or committee members may include:

- ⬚ School committee agendas, reports, and minutes

- ⬚ Observations of the superintendent "in action" at school committee meetings, in forums with

- parents, at meetings with municipal officials, and in community events

- ⬚ Student outcome data from statewide, common, and/or classroom assessments (more

- information on student learning measures is available here)

- ⬚ Budget presentations and reports

- ⬚ Samples of newsletters, local media presentations, and other community awareness and outreach efforts

- ⬚ District and school improvement plans

- ⬚ Recruitment, hiring, and retention analyses

- ⬚ External reviews and audits

- ⬚ Superintendent's analysis of professional practice and student learning goals

- ⬚ Superintendent's reflection on staff feedback

- ⬚ Samples of leadership team agendas

- ⬚ Reports about student and staff performance

- Important Note: Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

Superintendent Evaluation Resources

➢ DESE: guidance, rubrics, and video series to support all aspects of a meaningful evaluation.

- https://www.doe.mass.edu/edeval/resources/evaluation/default.html

➢ MASC : resource for school committee members includes a comprehensive explanation and guide to a meaningful and manageable Superintendent Evaluation process.

- Masc.org

- MASC Guide to Superintendent Evaluation