Evaluator
Kimberly Booker

Superintendent's Summative Evaluation

2019-2020

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Superintendent's Performance Goals

: Assess Progress Toward *HPS* Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Mark with an "X" one box for each goal.

*Due to the Covid-19 shut down this does not draw a fully accurate reflection of the work done in these areas. Many of these goals would have been met or exceeded. I am not sure if I agree with moving forward with this portion of the assessment unless that is noted.

Top of Form

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement						
1	**The Hanover School System aspires to exceed our current capacity to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation.** Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.			X* Was on the way to being met, but stopped because of		

				Covid-19		
2	**Presently, this goal is on standby. It would only commence upon direction from appropriate officials to begin this exploration process. I am listing it here in the event it moves forward given the amount of work and time it will require, and to keep the School Committee informed.** We will work to identify all opportunities and challenges related to the elementary school reconfiguration including operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of moves.			X		

Bottom of Form

Professional Practice/Community Engagement						
3	**Develop and implement a pilot program to increase access and exposure to FACE enrichment opportunities.** To develop and implement a series of tuition free FACE enrichment offerings at strategic grade levels to afford all students an opportunity for new learning experiences while providing access for all students and families during their time in HPS.			N/A due to Covid-19		
District Improvement/Student Learning						
4	**To develop and brand Cedar School as an early learning center by providing a developmentally appropriate, rich learning environment that meets the individual social-emotional, physical, language, and educational needs of our youngest students.** Beginning with a play-based environment, our learners will be provided with high quality learning			Can not really assess		

			due to Covid-19		
opportunities that foster independence, curiosity, a love of learning, and respect for themselves and others. 1. To research, observe, and model best practices for an early learning center throughout the year and adopt these practices, activities, and strategies as appropriate. 2. To survey staff, parents, community, and experts developing a vision and outlining a plan for our unique school community. 3. To develop and implement a strategy to ensure Cedar school meets and exceeds the social, educational, and environmental needs of our youngest learners. 4. To provide students with developmentally appropriate curriculum and instruction that differentiates for diverse learning resulting in increased student engagement, growth and achievement.					

Step 2: Assess Performance on *DESE* Standards

Superintendent's Performance Rating for Standard I: Instructional Leadership

Mark with an "X" one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.		X		
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.			X	
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.			X	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			X	

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.			X	

Overall Rating for Standard I (Circle/highlight 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.

<div align="center">

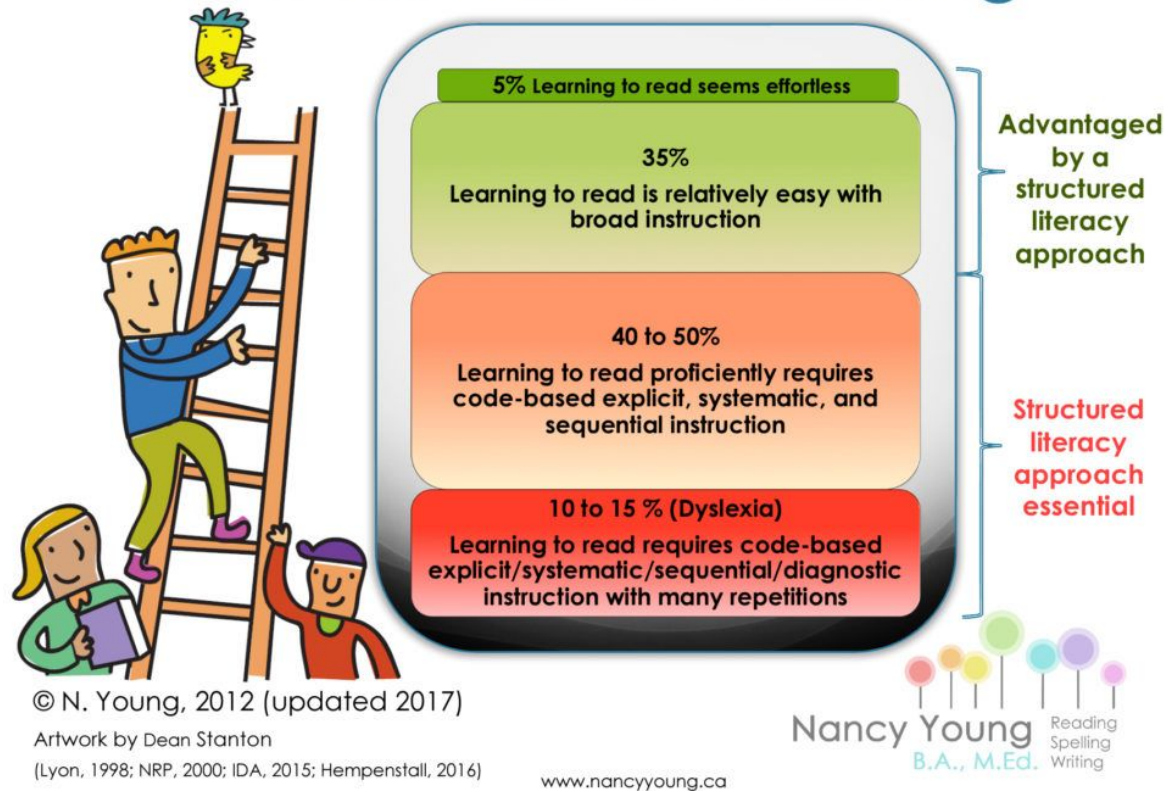**Unsatisfactory**   **Needs Improvement**   **Proficient**   **Exemplary**

</div>

Comments and analysis: There have been many great changes in the past few years with curriculum development. However, Curriculum is an area that should be closely monitored and should utilize any and all scientific research to make sure the curriculum is meeting Hanover students' needs.

Literacy and the Science of Reading--

I am very pleased that Hanover increased its relationship with the Landmark school to increase its capacity to learn more about the science of reading and what is best practice in this area. I am thankful that your administration no longer uses the term "balanced literacy" and my hope is that it will not use it in practice. Your administration has added several key components of the science of reading to the curriculum including the Heggerty Phonemic Awareness. The teachers have also renewed their training in Fundations. These are amazing steps and should produce better outcomes for all of our students as a structured literacy approach is needed for 50 to 65% of students to learn to read.

(see ladder of reading below and can be found at the International Dyslexia Website
https://dyslexiaida.org/ladder-of-reading-infographic-structured-literacy-helps-all-students/),

The Ladder of Reading

5% Learning to read seems effortless

35%
Learning to read is relatively easy with broad instruction

Advantaged by a structured literacy approach

40 to 50%
Learning to read proficiently requires code-based explicit, systematic, and sequential instruction

Structured literacy approach essential

10 to 15 % (Dyslexia)
Learning to read requires code-based explicit/systematic/sequential/diagnostic instruction with many repetitions

© N. Young, 2012 (updated 2017)
Artwork by Dean Stanton
(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

www.nancyyoung.ca

Nancy Young
B.A., M.Ed.
Reading
Spelling
Writing

This increased focus on early literacy skill should pay dividends not just in the classroom, but also on standardized testing and including MCAS and SATs.

However, I remain concerned about the use of Readers Workshop.   There has been significant debate over how students learn to read. The Reading Science Researchers are concerned with Readers Workshop. Of note is a 65 page study published in January 2020. The study's focus was on the Unit of Study, the basis of Readers Workshop. The study is concerned that "following the course of Units of Study would be unlikely to lead to literacy success for all of America's public schoolchildren." There was also significant discussion in Education Weekly about this concern and by many researchers. This area should be carefully monitored to ensure that our students are making expected progress.

(For the more information on this topic please see:
https://blogs.edweek.org/teachers/teaching_now/2020/01/reading_workshop_unlikely_to_lead_to_literacy_success_researchers_say.html or

https://achievethecore.org/page/3240/comparing-reading-research-to-program-design-an-examination-of-teachers-college-units-of-study or
https://achievethecore.org/content/upload/Comparing%20Reading%20Research%20to%20Program%20Design_An%20Examination%20of%20Teachers%20College%20Units%20of%20Study%20FINAL.pdf
Also see:
https://fordhaminstitute.org/national/commentary/readers-workshop-science-denial-curriculum

https://seidenbergreading.net/2019/12/06/lucy-calkins-on-the-attack/

https://www.apmreports.org/story/2020/01/27/lucy-calkins-reading-materials-review

https://www.readingrockets.org/blogs/shanahan-literacy/does-readers-workshop-promote-close-reading-adequately

The focus should remain on the five essential components of reading and the science of reading published in the The National Reading Panel study.
https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf

    The town has invested heavily in developing a Science of Reading Curriculum. With any program fidelity is important. One area of concern is the reliance on material obtained from websites such as Teacher Pay Teacher and Pinterest. In the past there has been reliance on some materials that impede the

orthographic mapping process that will hinder a child's ability to learn to decode words effectively. One example is this graphic.

This graphic was (is?) widely used in Hanover. This graphic represents the 3 cueing method. This method relies on looking at pictures instead of decoding words. The Science of Reading disputes these as effective strategies. A student should not be guessing at words, but instead should be decoding words.
https://www.apmreports.org/story/2019/08/22/whats-wrong-how-schools-teach-reading

Further several states have disqualified any reading program that utilizes the three cueing system. For example in Arkansas the K-2 Literacy Approval Process states "If the theoretical basis of any submitted program utilizes the Three Cueing Systems Model of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified because cognitive science refutes use in foundational reading."
http://adecm.arkansas.gov/Attachments/Arkansas_K2_Literary_Curriculum_Application_for_Review_2019-20_111327.pdf

The Readers Workshop model and materials used in the classroom should be monitored closely to ensure that students are not relying on visual memory and three cueing and are following the science of reading.

There have been great strides in special education over the last few years. I have been impressed with the SEPAC working groups and the information they have provided, but I remain concerned if that is a sustainable model. Although many parents have researched their children's diagnosis and disabilities and shared that information with the district, parents should not have to become the experts for their child to receive proper instruction. To be clear many parents willingly dedicate their time and skills to making sure that their child receives the services required and those voices are valuable and need to be heard. However, I would like to see more of the expertise and plans to implement change come from the district. This is an area that needs to be monitored closely to make sure we are serving the needs of all the students in Hanover.

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

Mark with an "X" 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.				X
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.			X	
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.				X
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.				X
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.				X

Overall Rating for Standard II *(Circle/highlight 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**   <mark>**Exemplary**</mark>

Comments and analysis:
Your administration has done and continues to be proactive in budget matters. You are consistent and transparent in this area. You do a really good job of weighing all interests before making a decision. I appreciated your measured response as a leader. You have developed a welcoming and open culture that the staff and community appreciates.

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

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

Overall Rating for Standard III (Circle/highlight 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:

You have a level head and work well with people. You have a great personality that is well suited as a person in charge of a school system. You are open to listening to other people's ideas. Your friendly demeanor allows you to work collaboratively with both the teacher's union, other administrators, and parents. You are well respected in the Hanover Community and also work well with the Hanover's Leadership teams.

The Covid -19 pandemic was an event that no one could have predicted or prepared for; however, you did not buckle under this tremendous pressure. You rose to the occasion and developed a plan for the Hanover Community. Your leadership has been noted by many people including parents, teachers, the Hanover community and the special education community.

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

Mark with an "X" 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.				X
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.				X
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				X
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.				X
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.				X

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

Overall Rating for Standard IV *(Circle/highlight 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**   <mark>**Exemplary**</mark>

Comments and analysis:

Communication, community engagement, and managing conflict are your strongest areas. I really appreciate your leadership in this community. You do an excellent job of considering all aspects of a discussion. You showed really great leadership in times of uncertainty. This was especially true over the last few months of the school shut down.

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:_____

DESE Goals Summary: Complete tables above for Standards I-IV first; then check/mark with an "X" one box for each standard.

Indicators *Unsatisfactory* = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. *Needs Improvement/Developing* = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years. *Proficient* = **Proficient** practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.** *Exemplary* = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations				X
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory **Needs Improvement** **Proficient** **Exemplary**

Step 4: Rate Impact on Student Learning (*Check/Mark with an "X" only one.*)

Low	Moderate	High
		X

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:

You are a very good administrator and Superintendent. You have a level head and work well with people. You have a great personality that is well suited as a person in charge of a school system. You are open to listening to other people's ideas. Your friendly demeanor allows you to work collaboratively with both the teacher's union, other administrators, and parents. You are well respected in the Hanover Community and also work well with the Hanover's Leadership teams.

The Covid -19 pandemic was an event that no one could have predicted or prepared for; however, you did not buckle under this tremendous pressure. You rose to the occasion and developed a plan for the Hanover Community. Your leadership has been noted by many people including parents, teachers, the Hanover community and the special education community.

I respect you and your commitment to tackling concerns brought to you. Your administration has done and continues to be proactive in budget matters. You are consistent and transparent in this area. You do a really good job of weighing all interests before making a decision. I appreciated your measured response as a leader.

The only area of concern is to closely monitor the literacy initiatives and special education in the district to ensure best practices and allow all students in Hanover to reach their full potential.

Superintendent: Matthew A. Ferron

Evaluator: Kimberly Booker   Kimberly Booker   May 27, 2020

            Name   **Signature**   **Date**