# Evaluator: John Geary

# DRAFT 1.0

# Superintendent's Summative Evaluation

# 2017-2018

# Superintendent's Performance Goals

## Step 1: 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.*

| Goal(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|
| **District Improvement** | | | | | | |
| 1 | **To redesign educational experiences at Hanover High School and enhance curriculum to capitalize on teacher expertise and provide greater student choice.** This year, we will further our pursuit and development of innovation academies. This development will focus on curriculum design and course selection to personalize the high school experience for all students. We will work with the faculty at the high school to design effective and rigorous standards-based units of instruction that reflect high expectations regarding content and effort of work. | | | | X | |
| 2 | **To develop a comprehensive Program of Studies for Hanover Middle School, to identify opportunities for alignment with the Innovation Academy design at HHS, and to explore opportunities for personalized learning at HMS.** This year, we will work to develop a comprehensive Program of Studies intended to provide clarity to the HMS curriculum for students, staff, and families. During this process, we will seek to identify opportunities to align programming with the Innovation Academy development at HHS and to increase opportunities for personalized learning experiences at HMS. | | | X | | |
| 3 | **To develop and document a sequential K-12 technology curriculum that is aligned to the state and national standards, and to lead professional development activities designed to effectively integrate technology and increase digital literacy in the classroom in all curriculum areas.** To continue to increase relevancy and improve student learning through additional teacher training in technology integration and digital literacy in the classroom. | | | | X | |

| | **Community Engagement** | | | | | |
|---|---|---|---|---|---|---|
| 4 | **To develop and implement a strategy for community outreach regarding the impact of social media, media addiction, and overall "screen time" that will address the psychological, emotional, and physiological challenges related to these issues.**<br>In partnership with key collaborators, we will develop and implement an educational strategy for our community (with a focus on students and families) intended to address the increasing challenges of media addiction and related subjects. | | | | | X |
| | **Professional Practice** | | | | | |
| 5 | **To pursue personal and Leadership Team professional development opportunities in the area of personalized learning and to leverage these experiences for successful implementation of the HHS Connect Project.**<br>Increase expertise related to personalized learning and school design. Continue to educate the community on the changes that are necessary for project advancement. | | | | X | |

## 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. |
|---|---|

| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
|---|---|---|---|

**Comments and analysis:** Mr. Ferron's 2017/2018 school year goal setting, goal updates, and progress toward these goals has been accurate and professional.  Mr. Ferron and his team continue to excel at "Assessment" and clearly identifying the needs of individuals, as well as the overall needs of the district and finding balance between the two.  He is very capable of giving clear instruction to principals and administrators to allow them find the best suitable delivery of curriculum in each situation.

**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:** Mr. Ferron created a comprehensive narrative that included several "excel cross walks" and a full presentation to the Advisory Board citing all possible options for budget funding. This level of transparency and detail allowed the Hanover Public Schools budget to be endorsed by the Hanover Board of Selectman and Hanover Advisory Board for approval at the May 2018 Hanover Town Meeting. The budget process continues to be more and more comprehensive year after year, while maintaining fiscally responsible initiatives.

Mr. Ferron negotiated and executed a seamless HTA union Contract in 2017/2018 that was equitable for both the HPS District as well as the HTA. Mr. Ferron demonstrated respect and consideration for all of the HTA request and successfully negotiated to the best interest of the HPS. In 2017/2018 Mr. Ferron professionally managed several community/student/staff issues that involved HPD, legal counsel, medical professionals, and the Hanover School Committees, to ensure a confidential, diplomatic, and adequate solution to all issues.

**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

# 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**      <mark>**Exemplary**</mark>

**Comments and analysis: In district improvement goal # 4 (Community Engagement), Mr. Ferron has successfully delivered several methods of educating students and families on the risk associated with screen time and social media. Mr. Ferron promoted the movie and showing of "*Screenagers*", the planning of "*Mediatrician*," and the planning, creation and delivery of "*Social Media Awareness for High School Athletes*".**

**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*<br><br>*(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:** Under Mr. Ferron's leadership two members of the administration successfully received their Doctorate degrees this year. Mr. Ferron continually challenges the Elementary principals to work collaboratively with the Middle School Administration and the Middle School Administration to work collaboratively with the High School Administration. This is evident in the leadership team's presentations and commitment to HPS success.

**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<br><br>*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><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><br>*Proficient* = *Proficient* practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.**<br><br>*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:  Mr. Ferron's leadership continues to show remarkable progress toward making Hanover Public Schools a desirable place to teach and learn.  Mr. Ferron involves stakeholders in the process of creating and executing comprehensive district goals and is accountable for the results of these goals.  Mr. Ferron uses professional judgement based on past and present experiences to make district wide decisions with equality, courtesy, and accountability.  Mr. Ferron is a true leader and has earned the respect and commitment from his administration team, and is evident in their work ethic and result oriented behavior.

**Superintendent:** Matthew A. Ferron

**Evaluator:** John T. Geary

| Name | Signature | Date |
|------|-----------|------|
| John T. Geary | *John T. Geary* | 4/3/18 |