

Corbo Final



Superintendent's Summative Evaluation 2020-2021

Step 1: Assess Performance on **DESE** Standards

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
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 has a strong commitment to excellence for our students. Mr. Ferron has been supportive and open to revisiting curriculum and has invested time, energy and resources into instruction. Ensuring that his personal devotion to achievement is embraced at all levels – including administrators and educators – is one of the most difficult and challenging aspects of his position. He must also hold administrators and educators accountable for those standards he embraces and exemplifies.

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

	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

Exemplary

Comments and analysis: Mr. Ferron's management and operations of the District during the past year is to be commended. He has – with the assistance of his administrative team – juggle impossible staffing challenges, kept all stakeholders apprised and informed of constantly changing policies – which required him to repeatedly revise and adapt school procedures and plans – and kept finances balanced with many unanticipated costs. The “needs improvement” in staffing is reflective of his decision to internally promote an administrator without conducting a thorough search process (i.e. aggressive posting of the position, search committee etc). Using a consistent search process – even when there are internal candidates who are favored - ensures fair and equitable treatment (as well as transparency) for all candidates and positions. This process is a best practice.

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

	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: It is difficult to envision how Mr. Ferron could improve in this area. Mr. Ferron's ability to communicate effectively and affably is his greatest strength. It allows him to build and develop relationships that in turn, enable him to be effective in his position, establish common ground and diffuse conflict. Mr. Ferron's efforts and dedication to establishing transparency and rapport have earned him respect from staff, colleagues, and families. This was incredibly important this year, as open communication was essential to establishing community trust in our school health and safety. Mr. Ferron was also successful in ensuring that administration embraced his dedication to transparency and information sharing.

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

Superintendent's Performance Rating for Standard IV: Professional Culture

	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

Exemplary

Comments and analysis: As previously noted, Mr. Ferron is personally dedicated to high standards and achievement for every student. The challenge faced is ensuring that his commitment is shared by all administrators and staff. This year has presented unique issues for accountability in instruction and it is difficult to assess performance when the environment – including available resources and staffing - has been completely unpredictable. Mr. Ferron's ability to foster professional culture in these unprecedented circumstances has exceeded expectations.

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	Needs Improvement	Proficient	Exemplary
<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>			X	
Standard I: Instructional Leadership				
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
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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, over the past year especially, has demonstrated his exceptional managerial skills. His devotion to our students and District is unmatched. This year is difficult to assess as many unpredictable factors required exceptional flexibility with expectations, as well as flexibility in restructuring curriculum and instruction. Overall, Mr. Ferron’s leadership is to be commended. As noted above, areas for improvement include accountability of educators and administrators to the high standards he embraces, as well as following a consistent and standardized hiring practice for administration positions.

Superintendent:

Matthew A. Ferron

Evaluator:

Name

Signature

Date