

Miraglia 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:

The circumstances of the COVID-19 pandemic presented challenges in evaluating the superintendent according to the established DESE standards. The superintendent has demonstrated an exemplary level of performance in the area of instructional leadership by driving the district towards a maximum level in-person instruction for all students, despite the challenge of the pandemic. The superintendent problem solved and deployed creative solutions across all categories of Instructional Leadership (curriculum, instruction, assessment, evaluation, and data driven decision) to keep the district on the path achieving learning goals. It is noteworthy that the Hanover district (1) planned and deployed an effective

hybrid learning program for the first 3 months of the 2020-2021 school year (2) the teaching culture shifted towards more collaborative team teaching to provide more contact with students in hybrid learning modes (3) hybrid learning transitioned as planned to 70% of students back to in-person classroom instruction December 2020 and 100% by April 2021 (4) periodic testing was performed throughout the year to track and identify critical gaps in meeting learning goals to inform planning for the 2021-2022 school year as we emerge from the pandemic.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

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:

Never has a superintendent been faced with magnitude nor complexity of the challenges presented by the pandemic in the 2020-2021 school year. The superintendent performed in an exemplary manner. The success that the Hanover district experienced in continuing learning, operating schools, and returning students to the classroom safely are attributed directly to the superintendent's actions in this standard. The superintendent lead his administration team and the district in all categories of this standard, which were highly constrained and under pressure, through:

- Developing strong collaborations and seamless partnerships with town and state officials to lead the state in operating safely and returning students to in-person learning.
- Operation in hybrid and transition to in-person learning in the presence of positive cases and quarantines, requiring significant planning, flexibility, and vision.
- Operating under circumstances where human resources were stretched to their limits in terms of teacher hours, backfilling, and working through personal hardships.
- Negotiation and compromise between the school committee, parents, and the teachers to find common ground in returning students to in-person learning.
- Operating with higher levels of services needs without appropriated budgets commensurate with service needs.

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | agendas/minutes/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits | and/or incidence reports | schedule/agendas/materials |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | <input type="checkbox"/> Other: _____ |

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

The superintendent performed at an exemplary level in Family and Community Engagement. The superintendent provided leadership through the trajectory of the pandemic and series of disruptive adjustments in operating modes through continuous contact and communication with community leaders, teachers, and parents. He interfaced directly with concerned parents with strong opinions on both sides of complicated issues such as hybrid learning, quarantines, and the safety of their children.

Examples of evidence superintendent might provide:

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|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

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

Mark with an "X" one box for each indicator and circle the overall standard rating.

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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Resistance to change is always a challenge to any culture or way of doing things. The superintendent anticipated and lead his staff through conflict associated with the many transitions throughout the year. He also set high expectations on the staff to use new technology and methods of teaching to maximize learning for all students.

It is notable that the superintendent and his administration led us through a politically sensitive change in our mascot during this challenging year, which was carried out professionally and demonstrated a new sense of unity in the school community.

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
<i>Unsatisfactory</i> = 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.				
<i>Needs Improvement/Developing</i> = 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>				
<i>Proficient</i> = <i>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</i>				
<i>Exemplary</i> = 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.				
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
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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:

Superintendent:

Matthew A. Ferron

Evaluator:

Peter Miraglia

Name

Signature

Date