

Evaluator: Libby Corbo



**Superintendent's Summative Evaluation
2018-2019**



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.

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 |
| 2 | | To successfully phase, plan, and support the new grade level configuration of Center/Sylvester and Cedar Elementary Schools by identifying the most challenging issues for our students, staff, and families over the 2018-2019 school year and addressing these issues in a strategic and systematic manner. 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 |

| Professional Practice/Community Engagement | | | | | | |
|--|---|--|--|--|--|---|
| 3 | To develop and implement the use of Podcasts to increase HPS community awareness regarding student accomplishments, district initiatives, and to address any current events that may have an impact on our district. To develop and implement a Podcast series to inform the greater HPS community on important issues and exciting work that is going with our students. | | | | | X |

Step 2: Assess Performance on **DESE** Standards

Superintendent's Performance Rating for Standard I: Instructional Leadership

| | 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 leadership of Hanover Schools is to be commended. He continually challenges his leadership team to move forward and implement new and innovative programs that better our schools and improve education.

Examples of evidence superintendent might provide:

- | | | |
|--|---|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Student achievement data |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Analysis of student feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of staff feedback |
| | | <input type="checkbox"/> Relevant school committee meeting agendas/materials |

Superintendent's Performance Rating for Standard II: Management and Operations

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|-------------------|------------|-----------|
| <i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i> | | | | |
| 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 manages the school professionally. He treats his leadership team with respect and values their contributions. He does not micromanage personnel and this allows greater freedom to implement innovative programming. This past year has brought some high level personnel challenges and changes - such as principal vacancies and vacancies in our Special Education department. Mr. Ferron navigated those in a pragmatic way that inspired confidence from his administrators. Mr. Ferron also devoted many hours to analyzing the needs of the new Center School and planning for next year's elementary reconfiguration. This is a huge shift in our elementary education model. Mr. Ferron has developed a carefully considered and well thought out plan that covers all aspects of the transition. He is to be commended for his leadership overall, but especially on this issue.

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

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:

Communication and parent outreach is one of Mr. Ferron's greatest strengths. Parents and community members have confidence in Mr. Ferron and trust his leadership.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <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 |
| 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:

Mr. Ferron is able to build consensus while respecting and valuing the contributions of Hanover administration. This past year had presented some difficult personnel issues that he has skillfully navigated.

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.

| | Unsa tisfa ctory | Need s Impr ove ment | Profi cient | Exe mpla ry |
|---|------------------------|----------------------------------|----------------|-------------------|
| 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:

Hanover is fortunate to have Mr. Ferron leading our schools.

| | | | |
|------------------------|-------------------|------------------|-------------|
| Superintendent: | Matthew A. Ferron | | |
| Evaluator: | Libby Corbo | | |
| | Name | Signature | Date |