

DRAFT

SUPERINTENDENT EVALUATION

Procedures and Timeline for 2013-2014

August: Cycle Step 1: Superintendent Self-Assessment. The Superintendent will conduct a self-assessment using the performance standards and rubric, data about student learning, past progress on school goals, the prior year's evaluation, and other relevant evidence. Based on that assessment, the Superintendent will identify two goals to propose to the School Committee: one related to improving his own professional practice and one related to improving student learning.

October: Cycle 2: Meeting with the School Committee: Prior to the meeting with the School Committee, the Superintendent will provide the School Committee a copy of his proposed goals for the year. At the meeting, the School Committee will review the proposed goals and approve or amend them. The School Committee will also identify specific indicators under standards 1 through 4 that the Committee wants the Superintendent to focus on during the 2013-2014 school year.

October through January: Cycle Step 3: Superintendent Implements the Plan and the Collection of Evidence. The district goals that were voted in January 2013, in combination with the two superintendent goals, will serve as a basis for assessing the Superintendent's performance during the 2013-2014 school year. The School Committee and the Superintendent will both collect evidence of progress on goals and performance against the standards.

February: Cycle Step 4: Mid-Cycle Goals Review. At a mid-cycle public meeting (or series of meetings), the Superintendent will report on the progress being made on the district and personal goals in the Superintendent's plan. The School Committee will review the Superintendent's report, offer feedback, and discuss progress and possible mid-cycle adjustments with the Superintendent.

May: Cycle Step 5: End-of-Cycle and Summative Evaluation Reports. The Superintendent will prepare an End-of-Cycle report on progress toward each goal and performance against the standards. The School Committee will complete a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the Superintendent's performance against the standards by the last School Committee meeting in June.

July 3, 2013

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> Standards-Based Unit Design Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> Instructional Practices Quality of Effort & Work Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessments Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> Educator Goals Observations & Feedback Ratings Alignment Review <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> Knowledge & Use of Data School and District Goals Improvement of Performance, Effectiveness, and Learning 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> Recruitment & Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> Fiscal Systems 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Family Engagement Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> Student Support Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> Response to Disagreement Conflict Resolution Consensus Building

Summative Evaluation Report Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Current Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan

Progress Toward Student Learning Goal(s) *Attach additional pages as needed.*

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s) *Attach additional pages as needed.*

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form

Educator—Name/Title: _____



Rating on Each Standard

I: Curriculum, Planning, & Assessment Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

II: Management & Operations Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

III: Family & Community Engagement Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

IV: Professional Culture Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

