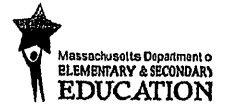


1. End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

John OTERI

Evaluator:

Leonard Iovino

Leonard Iovino Jr
the subcommittee

12/30/18

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check 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. For new superintendents, performance is on track to achieve proficiency within three years.</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 Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.</p>				
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2. End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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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:

3. Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>I will develop the Administrative Leadership Team (ALT) as a high functioning team with a shared vision for excellence in teaching practice, effective instructional leadership and progressive individual school culture. I will begin to change the mindset and culture of our administrative team through meetings, observations, leadership development opportunities and team building exercises. We will focus on a "student-centered" and "growth mindset" to improve overall student achievement. This will result in all members of the administrative team being held equally accountable for excellence in teaching and continuous professional growth. This goal will be measured by consistent evidence of high expectations on teachers' and administrators formative and summative evaluations and self assessments.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	<p>Student Improvement: Employing our entire administrative team we will work on raising the level of student achievement to ensure a shared vision of student excellence. This will be evidenced by the production of a MPS Beliefs/Commitment statement, commitment of our team to adopting programs such as Writing with Colors, Data Analysis to inform student instruction and use of common assessments to reveal areas to target for improvement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	<p>I will resolve the outstanding and inherited issue of a very "interim" administrative team. By the end of the school year 2017-18, I will have settled our "interim" Principals, Assistant Principal and Assistant Superintendent positions so that going into the 2018-19 school year MPS will have an stable Administrative structure.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>To begin to develop a more culturally proficient faculty and administrative team. As a very diverse school district we must ensure that our staff is educated, sensitive and can demonstrate this in and out of the classroom and throughout the entire school community. During the 2017-18 school year I will monitor and begin a dialogue with staff, parents/guardians and the community to gather input and feedback. This will be accomplished with a series of focus groups, community meetings and observations. The next steps will be to assess the needs and bring in the necessary training and professional development to accomplish this.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
I-A. <input checked="" type="checkbox"/> Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-B. <input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
I-E. <input checked="" type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Overall Rating for Standard I (Check 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.
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Unsatisfactory

Needs Improvement

X Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- | | | |
|---|--|---|
| 1. <input type="checkbox"/> Goals progress report | 6. <input type="checkbox"/> Analysis of staff evaluation data | 11. <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| 2. <input type="checkbox"/> Analysis of classroom walk-through data | 7. <input type="checkbox"/> Report on educator practice and student learning goals | 12. <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| 3. <input type="checkbox"/> Analysis of district assessment data | 8. <input type="checkbox"/> Student achievement data | 13. <input type="checkbox"/> Protocol for school visits |
| 4. <input type="checkbox"/> Sample of district and school improvement plans | 9. <input type="checkbox"/> Analysis of student feedback | 14. <input type="checkbox"/> Other: _____ |
| 5. <input type="checkbox"/> and progress reports | 10. <input type="checkbox"/> Analysis of staff feedback | |

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Overall Rating for Standard II (Check 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 (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| 15. <input type="checkbox"/> Goals progress report | 20. <input type="checkbox"/> Analysis of student feedback | 26. <input type="checkbox"/> agendas/minutes/materials |
| 16. <input type="checkbox"/> Budget analyses and monitoring reports | 21. <input type="checkbox"/> Analysis of staff feedback | 27. <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| 17. <input type="checkbox"/> Budget presentations and related materials | 22. <input type="checkbox"/> Analysis of safety and crisis plan elements | 28. <input type="checkbox"/> schedule/agendas/materials |
| 18. <input type="checkbox"/> External reviews and audits | 23. <input type="checkbox"/> and/or incidence reports | 29. <input type="checkbox"/> Other: _____ |
| 19. <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | 24. <input type="checkbox"/> | |
| | 25. <input type="checkbox"/> Relevant school committee meeting | |

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and indicate the overall standard rating below.</i></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>Overall Rating for Standard III (Check one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

X Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| 30. <input type="checkbox"/> Goals progress report | 35. <input type="checkbox"/> Sample district and school newsletters and/or other | 40. <input type="checkbox"/> Analysis of survey results from parent and/or community |
| 31. <input type="checkbox"/> Participation rates and other data about school and district | 36. <input type="checkbox"/> communications | 41. <input type="checkbox"/> stakeholders |
| 32. <input type="checkbox"/> family engagement activities | 37. <input type="checkbox"/> Analysis of school improvement goals/reports | 42. <input type="checkbox"/> Relevant school committee presentations and minutes |
| 33. <input type="checkbox"/> Evidence of community support and/or engagement | 38. <input type="checkbox"/> Community organization membership/participation/ | 43. <input type="checkbox"/> Other: _____ |
| 34. <input type="checkbox"/> | 39. <input type="checkbox"/> contributions | |

7. Superintendent's Performance Rating for Standard IV: Professional Culture



Check one box for each indicator and indicate the overall standard rating below.

	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV <i>(Check one.)</i>	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 (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

Examples of evidence superintendent might provide:

- 44. Goals progress report
- 45. District and school improvement plans and reports
- 46. Staff attendance and other data

- 47. Memos/newsletters to staff and other stakeholders
- 48. School visit protocol and sample follow-up reports

- 49. Presentations/materials for community/parent meetings
- 50. Analysis of staff feedback

51. Samples of principal/administrator practice goals
52. School committee meeting agendas/materials
- 56.

53. Sample of leadership team(s) agendas and materials
54. Analysis of staff feedback
55. Other: _____