## End-of-Cycle Summative Evaluation Report: Superintendent

### Superintendent:
Kimberly B. Shaver-Hood

### Evaluator:

### Name

### Signature

### Date

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

<table>
<thead>
<tr>
<th>Professional Practice Goal(s)</th>
<th>Did Not Meet</th>
<th>Some Progress</th>
<th>Significant Progress</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Goal(s)</td>
<td>Did Not Meet</td>
<td>Some Progress</td>
<td>Significant Progress</td>
<td>Met</td>
<td>Exceeded</td>
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<tr>
<td>District Improvement Goal(s)</td>
<td>Did Not Meet</td>
<td>Some Progress</td>
<td>Significant Progress</td>
<td>Met</td>
<td>Exceeded</td>
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#### Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check 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.

<table>
<thead>
<tr>
<th>Standard I: Instructional Leadership</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
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</thead>
<tbody>
<tr>
<td>Standard II: Management and Operations</td>
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<tr>
<td>Standard III: Family and Community Engagement</td>
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<td>Standard IV: Professional Culture</td>
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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
- Moderate
- High

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’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.*

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Description</th>
<th>Did Not Meet</th>
<th>Some Progress</th>
<th>Significant Progress</th>
<th>Met</th>
<th>Exceeded</th>
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<td>Professional Practice</td>
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<td>Student Learning</td>
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<td>District Improvement</td>
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<td>Number</td>
<td>Goal Description</td>
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<td>Other Goals (if any)</td>
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</table>

### Superintendent’s Performance Rating for Standard I: Instructional Leadership

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A.</td>
<td>Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</td>
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<td>I-B.</td>
<td>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.</td>
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<td>☐</td>
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<td>I-C.</td>
<td>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.</td>
<td>☐</td>
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<tr>
<td>I-D.</td>
<td>Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.</td>
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</tbody>
</table>

### Overall Rating for Standard I (Check one.)

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

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

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

**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.

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**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.

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**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.

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**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.

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**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.

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

**Overall Rating for Standard II (Check one.)**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

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.

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

Examples of evidence superintendent might provide:

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End-of-Cycle Summative Evaluation Report: Superintendent

January 2012

Page 4 of 7
Superintendent's Performance Rating for Standard III: Family and Community Engagement

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

| 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. | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. | | | | |
| III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. | | | | |
| III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. | | | | |

Overall Rating for Standard III (Check 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

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
- Relevant school committee presentations and minutes
- Other:
### Superintendent’s Performance Rating for Standard IV: Professional Culture

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV-A. Commitment to High Standards</td>
<td>Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-B. Cultural Proficiency</td>
<td>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.</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-C. Communication</td>
<td>Demonstrates strong interpersonal, written, and verbal communication skills.</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-D. Continuous Learning</td>
<td>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.</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-E. Shared Vision</td>
<td>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.</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>IV-F. Managing Conflict</td>
<td>Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

### Overall Rating for Standard IV

(Choose 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 (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

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: _____