

SUPERINTENDENT MID-YEAR EVALUATION

DECEMBER, 2017

Please complete the form below with your assessment of the qualities displayed and priorities met by the Superintendent and the work towards priorities. Please assess based on the Superintendent's time working for the Framingham Public Schools (April-December, 2017) using the data that was provided by Dr. Tremblay as well as your own observation. Please provide comments in reference to your assessments. Please note that the qualities and priorities listed here came directly from the focus groups with the community, teachers, parents and staff during the superintendent search process in December, 2016.

TIMELINE:	
NOVEMBER 1-15:	Dr. Tremblay provides data for evaluation
NOVEMBER 15-30:	School Committee Members complete evaluation forms
DECEMBER 1:	School Committee Members submit evaluation forms to Jodi
DECEMBER 1-11:	Heather/Jodi compile evaluation responses
DECEMBER 12:	Draft of evaluation submitted to the School Committee
DECEMBER 12-14:	Committee submits any edits and changes to Jodi
DECEMBER 15:	Jodi sends final version of mid-year evaluation to the School Committee
DECEMBER 19:	Final Mid-Year Evaluation voted on at the School Committee Meeting
DECEMBER 20:	Mid-Year Evaluation filed with Human Resources

<u>QUALITIES</u>	Not Evident	Somewhat Evident	Generally Evident	Very Evident
The Superintendent demonstrates strong and effective communication across all stakeholder groups.				
<i>DESE Standard III: Family and Community Engagement Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</i>				
<i>DESE Standard IV: Professional Culture Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.</i>				
Please indicate your ranking here:				
Comments:				
The Superintendent is engaged in the schools and the community.				
<i>DESE Standard IV: Professional Culture Indicator IV-E. Shared Vision: 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.</i>				
<i>Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</i>				
Please indicate your ranking here:				
Comments:				
The Superintendent demonstrates integrity in his role and is able to put his ego aside.				

DESE Standard II: Management and Operations

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health and emotional and social needs.

Please indicate your ranking here:

Comments:

QUALITIES

Not Evident

Somewhat Evident

Generally Evident

Very Evident

The Superintendent is innovative and is forward looking in planning and decision-making.

DESE Standard I: Instructional Leadership

Indicator I-A. Curriculum: Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Indicator 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.

Indicator 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.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Indicator 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.

DESE Standard IV: Professional Culture

Indicator 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 the administrator's own practice.

Indicator IV-E. Shared Vision: 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.

Please indicate your ranking here:

Comments:

The Superintendent takes initiative and “gets things done.”

DESE Standard II: Management and Operations

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

Indicator 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.

DESE Standard III: Family and Community Engagement
 Indicator 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.

Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school and in the community.

Please indicate your ranking here:

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Comments:

PRIORITES: FIRST 6 MONTHS	Not Evident	Somewhat Evident	Generally Evident	Very Evident
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The Superintendent is getting to know the schools and the community by spending time in the schools and engaging with community members, teachers and staff.

DESE Standard III: Family and Community Engagement
 Indicator 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.

Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school and in the community.

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

DESE Standard IV: Professional Culture
 Indicator 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.

Indicator 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.

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

Indicator IV-E. Shared Vision: 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.

Indicator IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Please indicate your ranking here:

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Comments:

The Superintendent is beginning to move the district toward equity in curriculum and services.

DESE Standard I: Instructional Leadership

Indicator I-A. Curriculum: Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Indicator 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.

Indicator 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.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

Indicator 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.

DESE Standard II: Management and Operations

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health and emotional and social needs.

Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

Indicator 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.

Indicator II-D. Laws, Ethics and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

Indicator 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.

Please indicate your ranking here:

Comments:

The Superintendent is demonstrating clear and strong communication within the schools, and about the schools to the larger Framingham community on both positive and negative elements.

DESE Standard III: Family and Community Engagement

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

DESE Standard IV: Professional Culture

Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.

Please indicate your ranking here:

Comments:

Additional Comments:

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