

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Robert Tremblay \_\_\_\_\_  
**Evaluator:** Summative Evaluation \_\_\_\_\_ 6/24/2022 \_\_\_\_\_  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Student Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	X (50%)Exceeded
Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	X (63%)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	X (50%) Met	X (50%)Exceeded

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**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.

**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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(75%)
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)

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

Unsatisfactory

Needs Improvement

Proficient

X (62.5%) Exemplary

## Step 4: 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*.

### Comments:

Adam Freudberg: Dr. Tremblay continues to be in the right place at the right time as the Framingham Public School District's leader and crisis manager in place to manage all of the complexities from COVID-19 and other puzzles and opportunities facing our school district. He has continued to provide the consistency we need, with a focus on student achievement and seeking continuous improvement equitably across the entire district. His long-term commitment to Framingham is unique and important. Therefore, I believe the School Committee should begin discussions in 2023 on a contract extension to ensure that this talented leader is secured in place, and that the city is not left with the double risk of having executive branch and school leadership gaps the same year. This year's evaluation is similar to last year's ratings. Year to year changes were explained, and particular opportunities to improve or stay on course were highlighted.

William LaBarge: Overall, Dr. Tremblay has not been dealt the best hand when it comes to his job as School Superintendent, but he plays his hands in a winning way.

For Instructional Leadership; he sees that students from various backgrounds and with various needs gets the education that transcends disability and ethnic background in a dignified manner.

For Management and Operations; he seems to have the schools running like a well-oiled machines despite all the monkey wrenches that gets thrown into the mix.

For Family and Community Engagement; he is right in the middle of the situation in resolving issues and smoothing things over with the families and school community as well as the community at-large.

For Professional Culture; he stays on the high roads even when certain families and certain union members go for the low road. By staying on the high road, one avoids the pitfalls that often come with traveling the low road. For that, the schools and community is much better served.

Valerie Ottaviani: Dr. Tremblay is a positive leader in FPS, his expertise and knowledge transcends through the educational community.

His experience combined with his vast knowledge in the public education system opens the door to managing the FPS efficiently. The day to day operations are delegated to the appropriate staff who are trained in that specialized area.

The superintendent's involvement in the community and staff go beyond words. He gives the job a personal touch and the staff and students appreciate his interest, care and concern.

Dr. Tremblay collaborates with his School committee and mutual respect is given to both parties while they come together for the good of the community. He respects the committee's recommendations and concerns and vice versa.

Tiffanie Maskell: Thank you Dr. Tremblay for another great year! While it has not been without it's challenges, the district is in a great place because of your leadership. There are always areas of improvement in a district of our size. I appreciate your commitment to our children, schools, and the community at large.

Jennifer Moshe: Having only worked directly with Dr. Tremblay for a short time - since January 2022 - I don't feel I can give him a true evaluation of the things he has accomplished. However, in that short time I have seen how dedicated Dr. Tremblay and his staff are, and I am encouraged knowing how hard things have been post-pandemic and how determined they are to achieve a normalcy pattern within our district.

Jessica Barnhil: Dr. Tremblay is a strong advocate for learning and growth for all students. He has a strong presence in the community. Under his leadership, important practices and initiatives have been implemented. He consistently performs well in the management and operations component and the communication component. This year there have been many accomplishments. Dr Tremblay has made tremendous efforts to eliminate the disparities in the Framingham community. I commend him on his efforts to increase preschool enrollment opportunities to allow access to high-quality preschool for all of Framingham's four year olds. Dr Tremblay continues to advocate and act to make a much needed and overdue elementary school with a southside location a reality for Framingham. Well done and keep up the good work!

Beverly Hugo: Dr. Tremblay is an exemplary superintendent who has led the Framingham Public Schools with optimism, compassion and a work ethic second to none, even through the Covid-19 epidemic which has entered its third year.

He is omnipresent, takes his responsibilities seriously and leads with his heart.

We are a complex, diverse, and evolving district and Dr. Tremblay continues to rise to each and every challenge.

Our district is blessed to have a leader whose dedication to our students, families and the Framingham community is unsurpassed!

Priscila Sousa: Dr. Tremblay fosters a culture of collaboration among staff and accessibility among families. As we recover from the pandemic and evaluate its long term effects on our children, Dr. Tremblay has been ready and willing to engage in every difficult conversation with stakeholders in a productive manner. He is candid about the work to be done, compassionate about the effects the issues have on our families and staff and willing to entertain every possible problem solving technique in the best interest of our children.

# Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>District Improvement Goal</b>	<b>Fostering Belonging &amp; Partnership with Students and Families</b>	Belonging is a critical condition for academic success. The Framingham Public Schools Strategic Plan is steeped in the importance of relationship building, specifically the call to “engage schools, families, and community in a system, collaborative partnership that results in achieving productive lives” (FPS Strategic Plan). In order to engage with students and their families as authentic partners, we must approach engagement with a focus on equity. This means (a) establishing meaningful engagement activities and systems that do not characterize or treat specific parent groups as deficient in their level of engagement or approach to education; and (b) acknowledging and navigating cultural differences through communication, humility, and sensitivity (Acceleration Roadmap, DESE, 2021).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>Professional Practice Goal</b>	<b>Continuing our Journey to Becoming an Anti-Racist District</b>	By May 1, 2022, I will have engaged the Framingham Public Schools Leadership Team in at least 20 hours of ongoing professional development work with me, driven by our Strategic Plan and strides that we have made during the 2020-2021 school year with our professional coach, with an emphasis on expanding professional development to staff. Survey and anecdotal data coupled with the rollout of the Code of Character, Conduct, and Support (Code) and the ongoing assessment of our district’s overall Code compliance and relevant data collection will be used to assess our growth and effectiveness as we continue the critical work to become an antiracist district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>Student Learning Goal</b>	<b>Progress Monitoring Student Engagement &amp; Learning in Partnership with</b>	Through ongoing discussion with District and School-based teams, we will continue to identify and address learning gaps resulting from the myriad challenges of the various teaching and learning models employed during the COVID-19 pandemic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>

	<b>Staff &amp; Administrators</b>						
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Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict



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

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X (63%)	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(75%)	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>

<p><b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<p>The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.</p>
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<p><b>OVERALL Rating for Standard I: Instructional Leadership</b></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X(63%)	<input type="checkbox"/>
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**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):**

Adam Freudberg: Now starting year six in Framingham, Dr. Tremblay continues to be a strong partner of the School Committee and leader in our city as together we strive for the pursuit of continuous improvement in every corner of our school district. The ongoing challenges and impacts of the pandemic continue to be managed as best as possible by the Superintendent. More than 4000 COVID-19 cases were reported in the district during this past school year. The amount of time students and staff are away from school, and the personal impacts are not easily fixed upon their return to the building. With all going on beyond the control of any one individual, Dr. Tremblay has led by example, launched new efforts such as the Code of Conduct, Character, and Support, kept pooled and free rapid testing programs in effect, increased funds for mental health support, advocated for proper city funding, and overall focused a great deal on the health and wellbeing of students and staff. Recent data has pointed to marked incremental changes in the right direction, such as this year's FHS Class of 2022 graduation rate was over 98%. This is the highest high school graduation rate in recent history, and is higher than the state's average with the demographics factored in. With the expected launch of the District's long awaited Data Dashboard, I am hopeful that next year's evaluation can show progress from Proficient to Exemplary in the Assessment and/or Data-Informed Decision Making categories.

Tiffanie Maskell: I appreciate being invited on tours of the schools to see this work in action. It is important work, and Dr. Tremblay makes every effort to go over data, work with principals, evaluate what is working and what needs improvement.

Jessica Barnhill: Dr Tremblay is an educational leader who promotes the learning and growth of all students by cultivating a shared vision. Dr Tremblay continues to strive to create and support multiple pathways to student achievement, success, and wellness that address the diverse needs of Framingham students.

The process of returning to school post-pandemic was not an easy task. Dr Tremblay thoughtfully strategized and implemented plans to recover from such unprecedented times. Direct student support services were prioritized. Dr. Tremblay's decision making had student safety, mental health considerations, and academic supports at the forefront of the decision making process. Dr. Tremblay consistently engages in meaningful conversations about the challenges of the Framingham Public Schools including but not limited to equity, lack of access to universal high quality pre-k, antiracism, collective bargaining unit needs, and more. I commend him for his continuous efforts to lead the district and eliminate disparities existing in our community. .

Beverly Hugo: Dr. Tremblay has been exemplary in this category, despite the tremendous upheaval in education this year due to the third year of the Covid-19 epidemic. The interrupted learning due to online learning and the absence of supports for social /emotional wellness for all students across the United States and beyond have been severely affected.

He remains committed, dependable and optimistic.

Priscila Sousa: Dr. Tremblay’s focus on data-driven decision-making has allowed the district to pivot efficiently as needs arise in the district. He emphasizes that our first obligation is to our children and makes every effort to put their needs first. Every decision is made with student success in mind and student development in mind. I’m proud to serve in a district with leadership investing in these values.



## Superintendent’s Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-A. Environment:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>II-E. Fiscal Systems:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)
<b>OVERALL Rating for Standard II: Management &amp; Operations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(57%)



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*):**

Adam Freudberg: My rating for the Human Resources Management and Development category rose this year from Proficient to Exemplary for two reasons. First, the improvements I saw regarding the approach to collective bargaining which resulted in numerous new contracts with mutually beneficial changes for employees and the city. Second, due to the prestigious award the FPS HR Department received from the Commonwealth of Massachusetts. As a former state employee, I know that these awards and who they are awarded to are taken seriously by the top officials within state government's executive and legislative branches. FPS HR was the only public school district in the state to receive recognition.

The Fiscal Systems rating was made possible due to the strong leadership shown by Mr. Lincoln Lynch, as well as the smooth transition and better management by Mayor Sisitsky, CFO Miller, and the new Executive Branch. During the Mayoral transition process, I saw Dr. Tremblay speak factually and with passion on a series of initiatives meant to support students and staff at the root of all he did, as he explained and advocated to the incoming Mayor what changes and priorities he recommended. In only a few months, the school district has seen tremendous progress on interdepartmental relations and communications, and better tangible results relating to pursuing a new PreK-5 school building and property, closing out the Fuller School Building Committee's almost ending requirements with the MSBA and city, and Fiscal Year 2023 Chapter 70 and capital project allocations. This model of common sense, collaborative government with the school district and city working hand in hand on common goals has great potential for additional short and long-term gains with students and the community benefiting in the years ahead.

Valerie Ottaviani: Dr. Tremblay collaborates with his School committee and mutual respect is given to both parties while they come together for the good of the community. He respects the committee's recommendations and concerns and vice versa. He put experts into position to manage and delegate independently the fiscal operations, policies, information systems, communication updates and overall keeps in close contact with each department to offer any guidance.

Jennifer Moshe: Dr. Tremblay shows every day how incredibly committed he is to Framingham. He shows up to community events, he listens, he responds, and is always willing to make appropriate changes for the betterment of our district. He has a lot of faith in his staff that they are carrying out his views and values. It is my hope, that if his message is not carried through by use of the process, procedures, and communication from the administration, that additional support is given to those in need to make sure Dr. Tremblay's message is heard and implemented clearly.

Jessica Barnhill: Dr Tremblay has created opportunities to engage students in ongoing school and district improvement efforts.

There is evidence to support that he monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice, as evidenced by districtwide systems that support the district.

Beverly Hugo: Dr. Tremblay does a remarkable job in complying with state and federal laws and School Committee policies. His thoughtfully planned budget aligns with our district goals and strategic plan and provides for needed expenditures to support our school district.

He collaborates well with our district and state legislators, as well as our Mayor and City Council to ensure that our students get the services and supports that they need.

Dr. Tremblay always ensures that our annual budget supports our district's vision and mission.

Priscila Sousa: Under Dr. Tremblay's leadership, the district has remained ahead of all legal and policy requirements, going above and beyond what is required whenever possible. I have seen the district remain proactive in recruiting and retaining a diverse teaching staff and continuously investing in the goal to have the adults in the building better reflect the student population we are serving. Dr. Tremblay has encouraged creativity in the budget through collaboration with the city to ensure that even with COVID and municipal budget constraints, we remain committed to our students' best interest.

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



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>III-A. Engagement:</b> 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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(75%)
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(75%)

**OVERALL Rating for Standard III: Family & Community Engagement**

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.



X(86%)

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

Adam Freudberg: The engagement with families is excellent. The Welcome Center's current work and future plans to add a health clinic and additional customer service benefits excite me, and all of this is due to Dr. Tremblay's vision and making this a priority. I have been part of multiple meetings or emails with residents of my district. While not all answers provided are what one would like, his personal attention, explaining why, commitment to follow up, and connecting residents to the employee(s) responsible is much appreciated. The amount of time he prioritizes being in school buildings and in local venues for internal meetings, public forums, and community events is highly respected and encouraged.

Valerie Ottaviani: Dr. Tremblay collaborates with his School committee and mutual respect is given to both parties while they come together for the good of the community. He respects the committee's recommendations and concerns and vice versa. The systems put into play for district communication to the families as well as employee's has been very effective and putting it in 3 different languages has been greatly appreciated.

Dr. Tremblay is very considerate to address family concerns in a timely fashion and makes the committee aware.

I can't say enough about his engagement and dedication to our district, he makes his presence and sincere interest in almost all events and activities in the district 24/7.

Tiffanie Maskell: Dr. Tremblay's vision of a model Welcome Center is amazing. What a great resource for our families. Dr. Tremblay's connection to the community is strong.

Jennifer Moshe: Dr. Tremblay has made tremendous improvement to the district's communication over the last few years. My hope is that communication gets stronger with our families, staff and community. Communication strategies are important in our district. The district has many obstacles including language barriers and access to electronic devices to name a few. There is some work to do in this area with finding the best way to communicate that is not just convenient. Dr. Tremblay knows that this is something that will constantly change with our district's growing needs and technology advancements.

Jesica Barnhill: Dr. Tremblay's two-way communication with the community scores high. Parent concerns are addressed promptly and he makes him self-available to personally meet with anyone with a concern and has done so with short notice by clearing his schedule. Consistent, respectful, and high-quality dialogues with all community stakeholders frequently occur and are regularly observed. Dr Tremblay regularly updates staff, students, parents and stakeholders throughout the year. He regularly uses a two-way system that

supports frequent, proactive, and personalized communication with families. In addition he always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values.

Beverly Hugo: Family and Community Engagement is a major strength of Dr. Tremblay.

He is a tireless advocate for our children and families and can always be seen in the community, even on weeknights, weekends, vacations and holidays.

Dr. Tremblay is highly approachable, available and always accessible.

Priscila Sousa: Over the past year, when the Harmony Grove PTO began meeting consistently and increasing their membership. Dr. Tremblay ensured he was there at one of their first meetings to legitimize their efforts, provide support, listen to their concern and encourage continuous engagement. This was not an isolated incident for Dr. Tremblay, and very much illustrative of his philosophy as superintendent. He is always willing to engage with families, remind parents and guardians of their partnership in education with the district and provide every possible opportunity for increased engagement with families in a culturally competent way.

## Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>IV-B. Cultural Proficiency:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(63%)	X(63%)
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(75%)
<b>IV-D. Continuous Learning:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)
<b>IV-E. Shared Vision:</b> 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"/>	X(50%)	X(50%)

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<b>OVERALL Rating for Standard IV: Professional Culture</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	X(50%)	X(50%)
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>Adam Freudberg: Dr. Tremblay is a skilled communicator. His commitment to replying to emails and being responsive is one of his best professional traits. I know he can keep that up, while also continuing to realize he does not manage every department or school building's communication plan so he needs to keep focusing on their efforts to ensure as much alignment and consistency as possible to what the School Committee's and the Central Office's intent is. Going forward, I can see him facilitating better progress in communication so the Proficient rating can be Exemplary. This includes more robust promotion of District accomplishments, promoting opportunities for parents/guardians to fill vacant volunteer positions, consistency in annual messages, and strengthening a communications role/responsibility at the high school. I also suggest a greater focus on School Committee communications going forward. When communications are written to the full group they are excellent and timely. On other occasions, there have been too many instances of a handful of School Committee members being aware of an issue and not the full group of nine plus the Mayor being updated. For example, when the MSBA notified the city that they had declined to include the funding submission for a new school into their pipeline process it took more than a week for the entire School Committee and public to be notified. And the full committee was not notified of the membership of the Gender Equity Committee and had to learn from the media, while two members (and I was one of them and then sought to facilitate the rest being notified) were given advance notice. The amount of emails and topics is a challenge at times, yet it is very important for all FPS staff who communicate with the committee to know that all members equally need to be made aware of each respective topic.</p> <p>William LaBarge: Dr. Tremblay has the staff to see that commitment to a high standard is expected. Furthermore, he has fostered a culture of becoming culturally proficient. He responds professionally to especially the hard emails as well as some emails that are not exactly professional. He shares the vision of making the schools excellent for a great diversity of students from various walks of life. I expect excellence to be the way of life at the Framingham Public Schools under Dr. Tremblay's leadership.</p> <p>Valerie Ottaviani: The systems put into play for district communication to the families as well as employee's has been very effective and putting it in 3 different languages has been greatly appreciated. His vision to make FPS a better experience for each student and staff has become a reality.</p> <p>Tiffanie Maskell: I appreciate Dr. Tremblay's commitment to growth, high expectations, and continuous learning.</p>				

Jennifer Moshe: Dr. Tremblay has incredible management skills. He is great with managing his time, his communications skills are exemplary, and he is very personable with all he encounters. While walking through buildings with him and to see how he interacts with staff, students and community members, the respect he has garnered from people is clearly something he has earned.

Jessica Barnhill: Dr Tremblay demonstrates strong knowledge and application of school policy. That, paired with his commitment to diversity, equity, and inclusion are truly an asset for the Framingham Public Schools with its diverse population and needs. Dr Tremblay works to ensure that policies and practices enable staff members and students to interact effectively and thrive in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. He frequently demonstrates a strong ability to utilize audience-specific interpersonal, written, and verbal communication skills. In addition Dr. Tremblay actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

IV-D. Continuous Learning: It is clear that data collection practices are in place. The collection and assessment of data are regularly observed at the administrative level. Reflection and adaptations based on data assessment are somewhat unknown at various levels. There is lack of evidence to support a higher ranking on this specific standard at this time.

Beverly Hugo: Dr. Tremblay is a master communicator who believes in building consensus and ensuring the success for all students in our district.

Although his senior leadership team is involved in most educational decisions, I would like to see more stakeholders involved, including teachers, non-central administration staff and School Committee members.