

DESE Educator Evaluation System for Superintendents



Milton School Committee

September 25, 2013

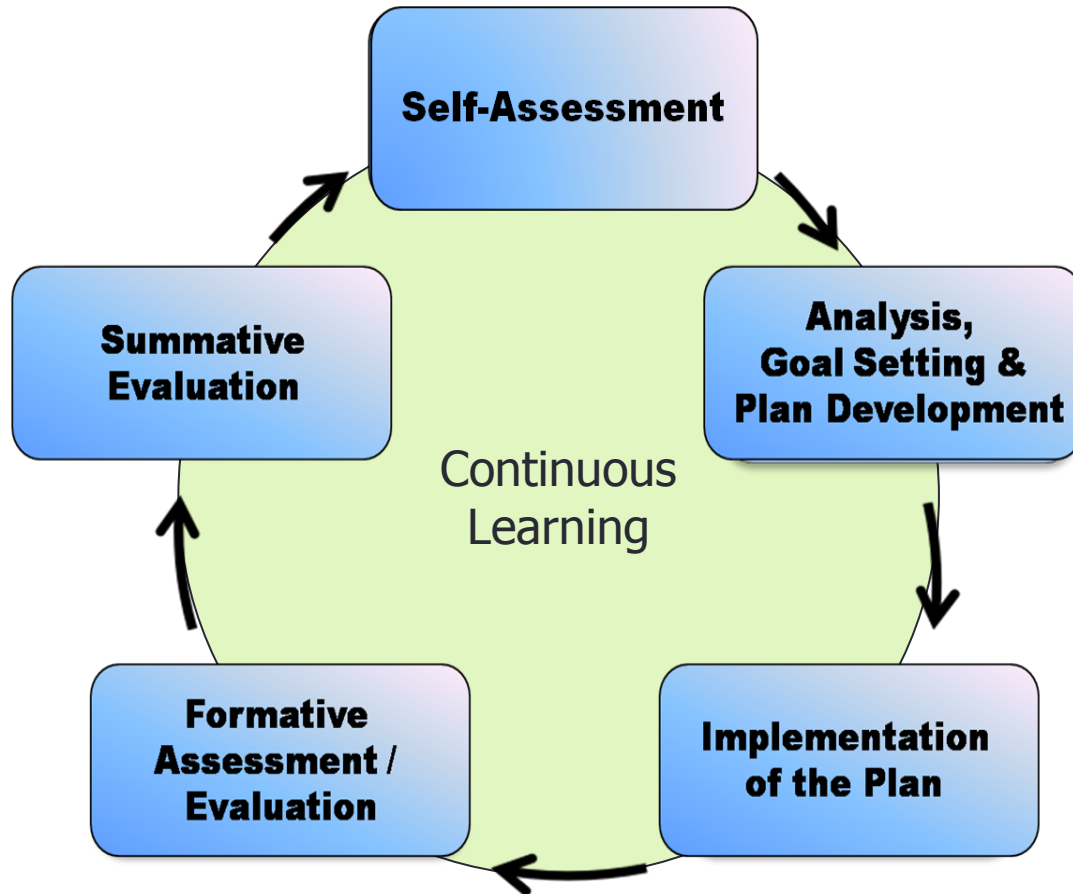
History of the Evaluation System to Date

- At the August 15, 2012 Milton School Committee Retreat, the School Committee voted to adopt the Massachusetts Model System for Educator Evaluation
- On September 20, 2012 , the Milton School Committee met with Mr. Glen Koocher, Executive Director of the Massachusetts Association of School Committees to review the evaluation process
- On January 9, 2013, the Milton School Committee approved the Superintendent's FY13-FY14 Goals
- At the April 3, 2013 Milton School Committee meeting, the Committee discussed the Superintendent's Mid-Cycle Review

Model Evaluation for Superintendents

- ∞ Developed by DESE with a representative group from
 - Massachusetts Association of School Committees (MASC)
 - Massachusetts Association of School Superintendents (MASS)
 - Massachusetts Elementary Principals Association (MESPA)
 - Massachusetts Secondary School Administrators Association (MSSAA)

5 Step Evaluation Cycle



- ★ Every educator is an active participant in an evaluation
- ★ Process promotes collaboration and continuous learning
- ★ Foundation for the Model

Standards, Indicators and Rubrics

∞ Standards (4)-Required in Regulations

- Instructional Leadership (5 Indicators)
- Management and Operations (5 Indicators)
- Family and Community Engagement (4 Indicators)
- Professional Culture (6 Indicators)

∞ Indicators (20)-Required in Regulations

∞ Elements (32)-May be modified, but most keep rigor

∞ Rubrics

- A tool for making explicit and specific the behaviors and actions present at each level of performance.

Exemplary

“The educator’s performance significantly exceeds *Proficient* and could serve as a model for leaders districtwide or even statewide. Few educators—principals and superintendents included—are expected to demonstrate Exemplary performance on more than a small number of Indicators or Standards.”

Proficient

“Proficient is the expected, rigorous level of performance for educators. It is the demanding but attainable level of performance for most educators.”

Needs Improvement

- ∞ “Educators whose performance on a Standard is rated as Needs Improvement may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the field or to this assignment and are developing their craft.”

Unsatisfactory

- ✎ “Educators whose performance on a Standard is rated as Unsatisfactory are significantly underperforming as compared to the expectations. Unsatisfactory performance requires urgent attention.”

Educators earn two separate ratings

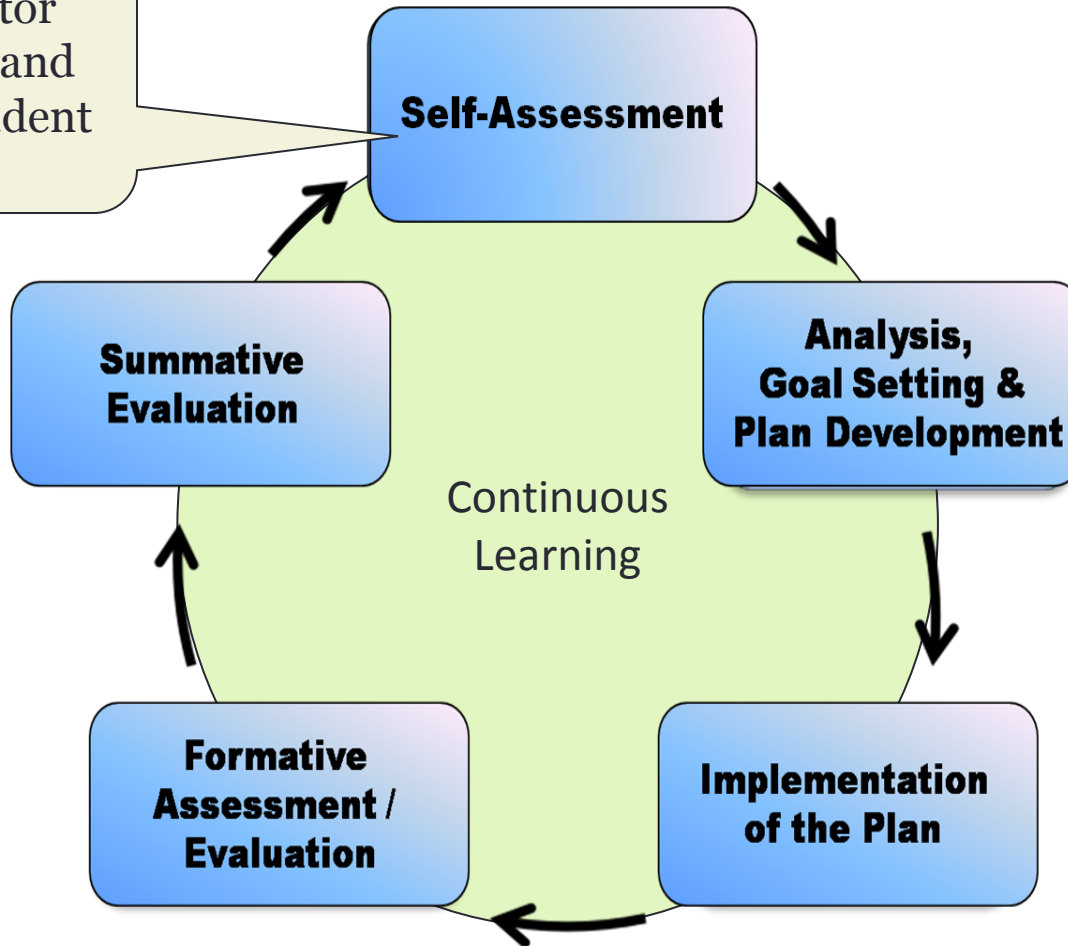
Summative Rating	Exemplary	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN			
	Proficient					
	Needs Improvement	DIRECTED GROWTH PLAN				
	Unsatisfactory	IMPROVEMENT PLAN				
		Low	Moderate	High		
		Rating of Impact on Student Learning (multiple measures of performance, including MCAS Student Growth Percentile and MEPA where available)				

Phase-in Over Next 2 Years

- ☞ **Phase 1**-Summative ratings based on attainment of goals and performance against the four Standards defined in the educator evaluation requirements (September, 2012)
- ☞ **Phase 2**-Rating of educator impact on student learning gains based on trends and patterns of multiple measures of student learning gains (September, 2013)
- ☞ **Phase 3**-Using feedback from students (for teachers) and teachers (for administrators)-(September, 2014)

Every educator is an active participant in the evaluation process

Every educator
uses a rubric and
data about student
learning



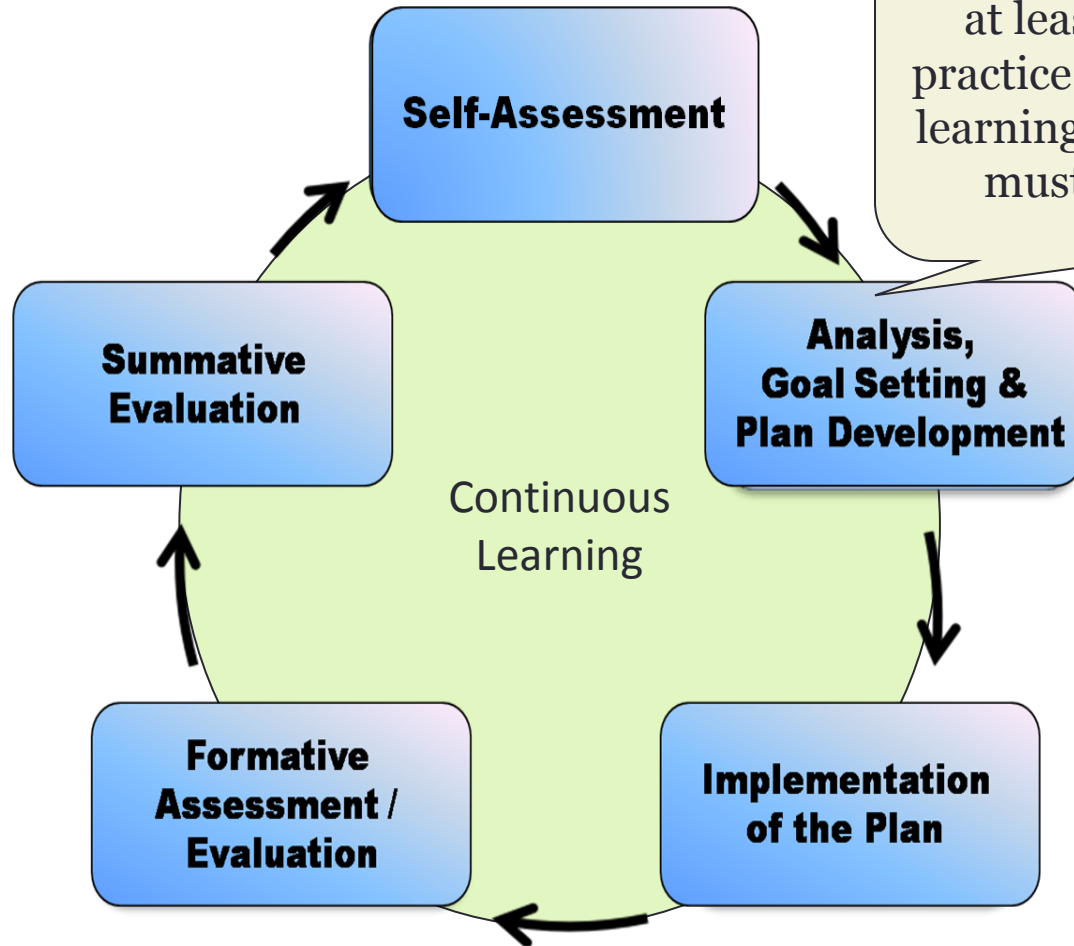
Collaboration and Continuous Learning are the focus

Step 1

Self-Assessment

- ∞ The Superintendent completes the self-assessment
- ∞ The Superintendent identifies at least one professional practice and one student learning goal
- ∞ The Superintendent drafts two to four district improvement goals
- ∞ The Superintendent combines the goals into a draft Superintendent's Annual Educator Plan to propose to the School Committee

Every educator is an active participant in the evaluation process



Every educator proposes at least 1 professional practice goal and 1 student learning goal – team goals must be considered

Collaboration and Continuous Learning are the focus

Step 2

Analysis, Goal Setting, and Plan Development

∞ Public Session

∞ Superintendent and School Committee Review the Rubric

- Clarify roles, responsibilities and expectations
- Review the rubric to answer the following:
 - Are any revisions to the elements necessary to reflect the local district context?
 - Are there any elements for which *Proficient* performance will depend on factors beyond the control of the Superintendent? If so, how will those dependencies be accounted for in the evaluation process?
 - Are there any standards, indicators, or elements that will be weighted more heavily than others by the Committee in rating the Superintendent's performance at the end of the year?

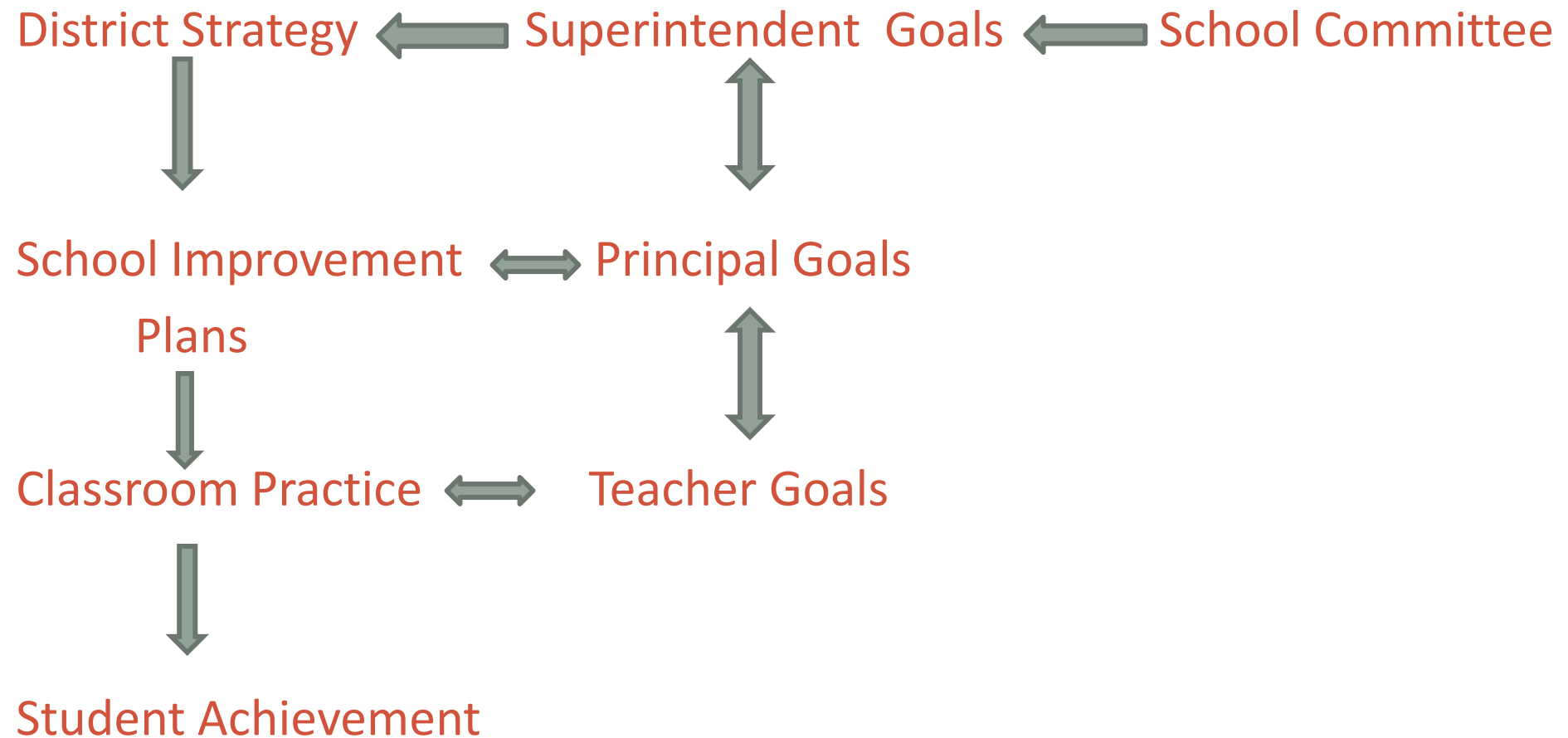
Step 2

Analysis, Goal Setting, and Plan Development

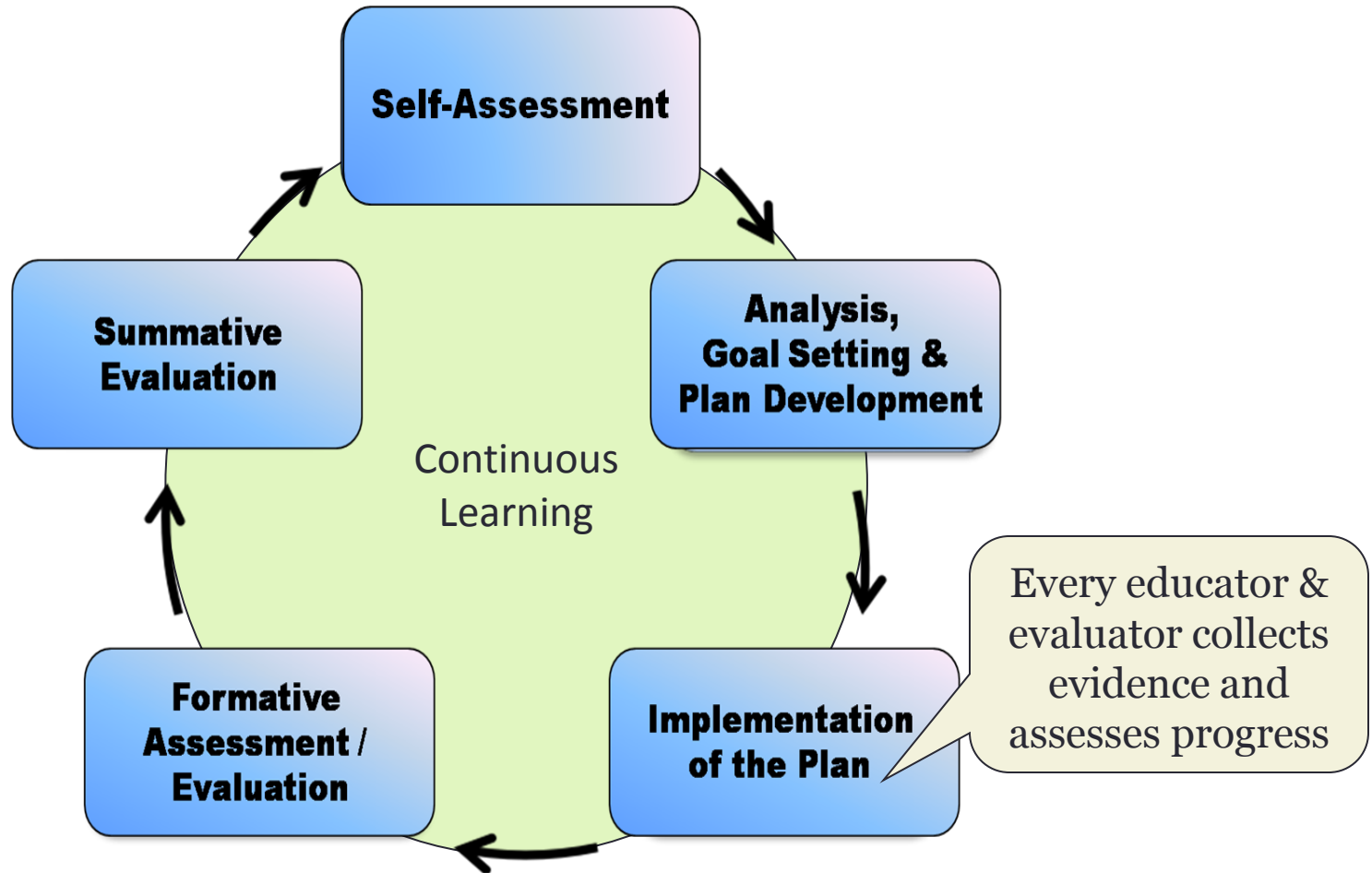
- ∞ Superintendent presents the proposed Superintendent's plan to the School Committee
 - Proposed professional practice and student learning goals
 - Proposed district improvement goals
 - Key actions, timelines, and benchmarks the Superintendent proposes be gathered for the evaluation process
- ∞ School Committee decides on the Superintendent's Annual Plan
 - Professional Practice Goal(s)
 - Student Learning Goal(s)
 - Evidence
 - District Improvement Goals
 - Goals may be multi-year

Goal Setting Process

Focus-Coherence-Synergy



Every educator is an active participant in the evaluation process



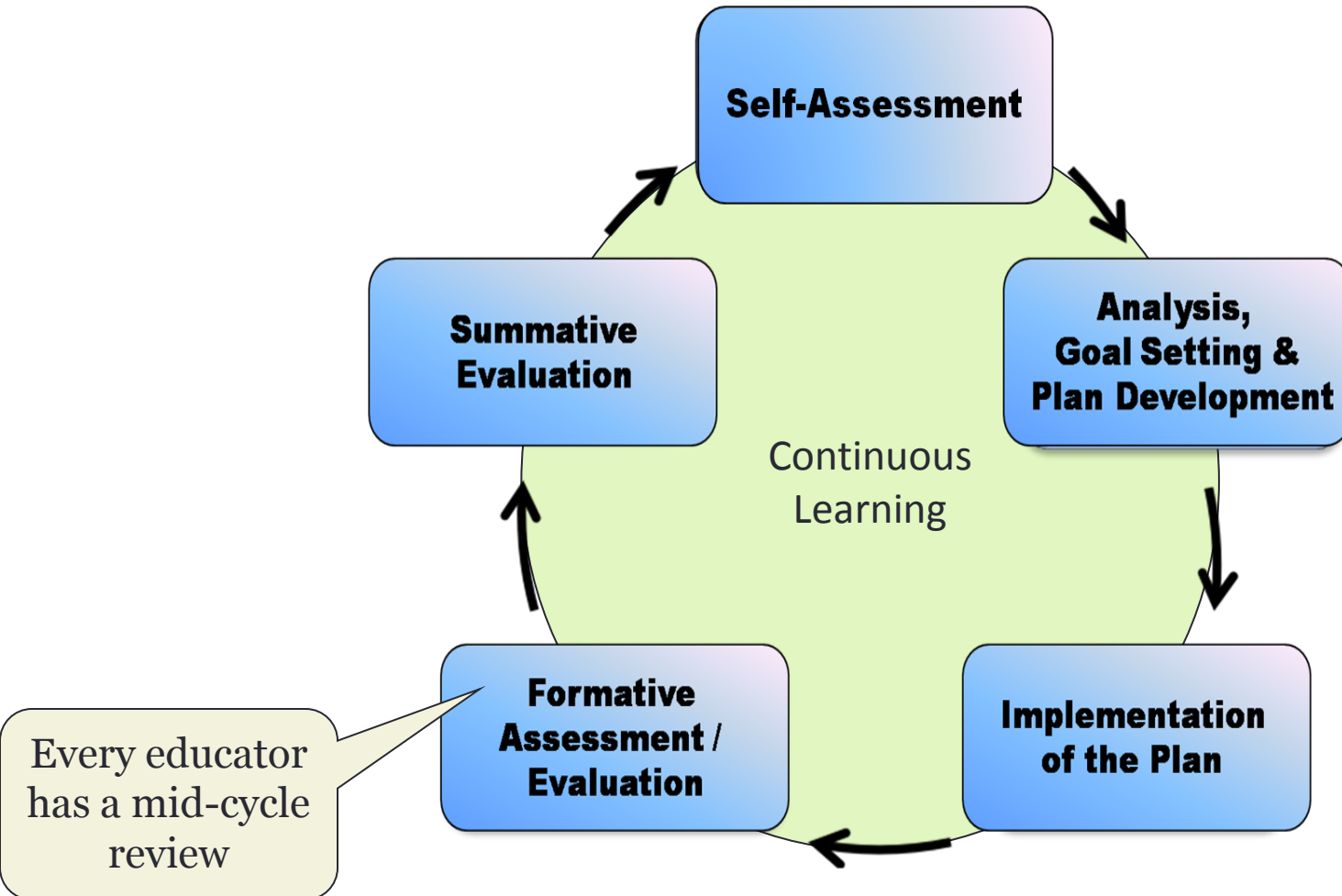
Collaboration and Continuous Learning are the focus

Step 3

Plan Implementation

- ∞ Superintendent Implements the Plan
- ∞ Superintendent and School Committee collect evidence
 - Superintendent
 - Observations and artifacts of practice
 - Multiple measures of student learning, achievement, and growth
 - Other relevant data, including student and staff survey data
 - School Committee
 - Mid-cycle and end of cycle reports on progress made on the goals
 - School Committee agendas, materials, and minutes
 - Observations of the Superintendent “in action” at School Committee meetings, in forums with faculty, and in community events
 - Budget presentations and reports
 - Samples of newsletters, local media presentations, and other community awareness and outreach efforts
 - District and school improvement plans
 - Samples of leadership team agendas the Superintendent selects
 - Reports about student and staff performance

Every educator is an active participant in the evaluation process



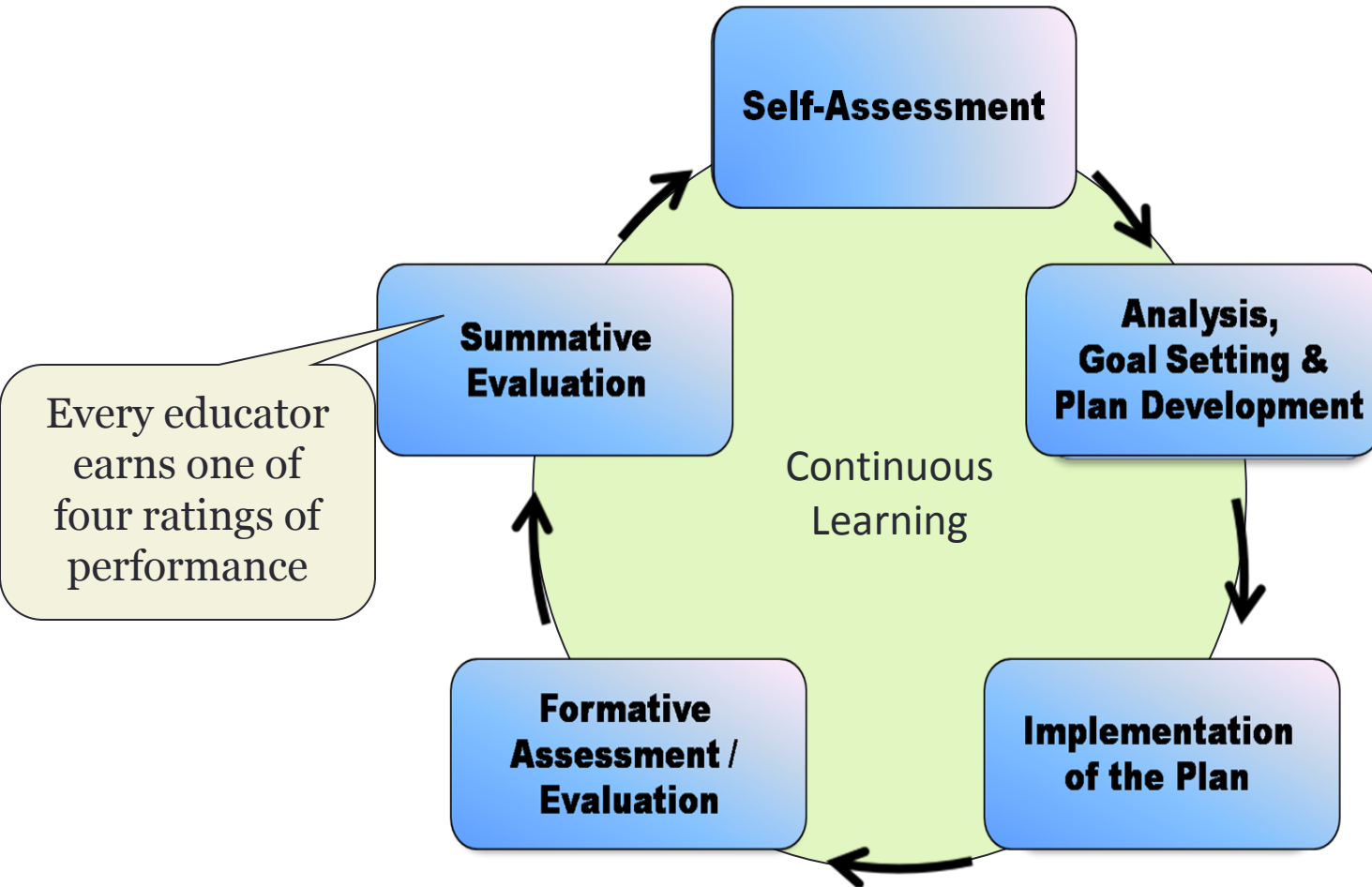
Collaboration and Continuous Learning are the focus

Step 4

Mid-Cycle Goals Review Meeting

- ∞ Public Session
- ∞ Superintendent prepares a progress report
 - Goals
- ∞ School Committee and Superintendent review the progress report at a public meeting
 - Discussion of report and evidence
 - Discuss if any adjustments need to be made

Every educator is an active participant in the evaluation process



Collaboration and Continuous Learning are the focus

Step 5

End of Cycle and Summative Evaluation and Report

- ∞ Superintendent submits an End of Cycle Progress Report
 - Progress on the goals
 - Performance on each of the Standards
 - Impact on student learning with data supporting the assessment
- ∞ Each School Committee member prepares an End of Cycle Summative Evaluation Report
 - Review evidence
 - An assessment of progress on goals
 - A rating of the Superintendent's performance on each of the standards
 - An overall rating of the Superintendent's performance
 - A rating of the Superintendent's impact on student learning gains (2013-14)

Step 5

End of Cycle and Summative Evaluation and Report

- ∞ School Committee chair drafts an End of Cycle Summative Evaluation Report
 - Compiles individual reports
 - Prepares a single summative evaluation based on the ratings
- ∞ School Committee adopts a final End of Cycle Summative Evaluation Report in public session

Conducting End of Cycle Summative Evaluation

1. Individual members assess goal attainment
 - Did Not Meet
 - Some Progress
 - Significant Progress
 - Met
 - Exceeded
2. Individual members rate performance against the Standards
 - Unsatisfactory
 - Needs Improvement
 - Proficient
 - Exemplary
3. Individual members rate overall performance
4. Individual members rate impact on student learning
5. Chair or Designee compiles individual ratings and drafts summative evaluation
6. Committee discusses and adopts End of Cycle Summative Evaluation Report

School Committee Responsibilities

- ✧ Know and understand the rubric
- ✧ Participate in training on the process
- ✧ Identify the superintendent's strengths and areas for improvement and make recommendations for improvement
- ✧ Ensure that the goals in the Superintendent's Annual Educator Plan are challenging, measurable, and focused on high-priority needs of the district's students
- ✧ Ensure that the End of Cycle Summative Evaluation report contains accurate information and appropriately reflects the superintendent's individual performance.

School Committee Chair Responsibilities

- ∞ Oversees the superintendent's evaluation process and ensure that all steps in the process are conducted effectively and with integrity
- ∞ Lead the mid-cycle goals review meeting and end of cycle summative evaluation meeting

Superintendent Responsibilities

- ☞ Know and understand the rubric
- ☞ Prepare for the goal setting and plan development meeting with the school committee
- ☞ Meet with the school committee to discuss the professional practice and student learning goals that are being proposed
- ☞ Collaborate with the school committee to identify district improvement goals
- ☞ Implement the plan's goals, and gather data, artifacts, and other evidence that demonstrates performance
- ☞ Prepare a mid-cycle report on progress
- ☞ Prepare an end of cycle report on progress
- ☞ Participate actively in the end of cycle evaluation meeting

End of Cycle Evaluation

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____

Evaluator: _____

Name	Signature	Date
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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 = 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.

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

End of Cycle Evaluation II

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:

Performance Goals

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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The 4 Standards, 20 Indicators, and 41 Elements in the Model Rubric for Superintendents

The 4 Standards, 20 Indicators, and 41 elements in the Model Rubric for SUPERINTENDENTS:

Standard I: Instructional Leadership	Standard II: Management and Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum 1. Standards-Based Unit Design 2. Lesson Development Support B. Instruction 1. Instructional Practices 2. Quality of Effort and Work 3. Diverse Learners' Needs C. Assessment 1. Variety of Assessments 2. Adjustment to Practice D. Evaluation 1. Educator Goals 2. Observations and Feedback 3. Ratings E. Data Informed Decision Making 1. Knowledge and Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness and Learning	A. Environment 1. Plans, Procedures and Routines 2. Operational Systems 3. Student Safety, Health, Social and Emotional Needs B. Human Resources Mgmt and Development 1. Recruitment and Hiring Strategies 2. Induction, Professional Development and Career Growth Strategies C. Scheduling and MIS 1. Time for Teaching/Learning 2. Time for Collaboration D. Laws, Ethics and Policies 1. Laws and Policies 2. Ethical Behavior E. Fiscal Systems 1. Fiscal Systems	A. Engagement 1. Family Engagement 2. Community and Business Engagement B. Sharing Responsibility 1. Student Support 2. Family Collaboration C. Communication 1. Two-Way Communication 2. Culturally Proficient Communication D. Family Concerns 1. Family Concerns	A. Commitment to High Standards 1. Commitment to High Stds. 2. Mission and Core Values 3. Meetings B. Cultural Proficiency 1. Policies and Practices C. Communications 1. Communication Skills D. Continuous Learning 1. Continuous Learning of Staff 2. Continuous Learning of Administrator E. Shared Vision 1. Shared Vision Development F. Managing Conflict 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Standard I

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

☐ 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
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: _____

Standard II

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 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 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 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 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 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:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: _____

Standard III



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

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

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
- ☐ 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: _____

Standard IV

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 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 type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard IV (Check 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: _____