End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Superintendent:	Bill Olsen	June 23, 2014
		Date
Evaluator:	Arthur Benoit	
	Angela Harkness	
	David Keele	
	Erika Kohl	
	Tom Clay	
	Terry Ryan	
	Name	**Signature**

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each goal.*)*

Professional Practice Goal(s)	☐ Did Not Meet	**1** Some Progress	**3** Significant Progress	**2** Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	**4** Some Progress	☐ Significant Progress	**2** Met	☐ Exceeded
District Improvement Goal #1	**1** Did Not Meet	**4** Some Progress	**1** Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal #2	☐ Did Not Meet	**1** Some Progress	**2** Significant Progress	**3** Met	☐ Exceeded

* The number shown against each rating indicates the number of evaluators choosing that rating.

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	☐	☐	5	1
Standard II: Management and Operations	☐	1	4	1
Standard III: Family and Community Engagement	☐	1	5	☐
Standard IV: Professional Culture	☐	☐	5	1

* The number shown against each rating indicates the number of evaluators choosing that rating.

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

☐ **Unsatisfactory**   1 **Needs Improvement**   4 **Proficient**   1 **Exemplary**

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

Low	Moderate	High
☐	3	3

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:

AB: -M- My rating is based in part on the question: Is the district better this year then the last? In general I think some small changes we have made have created larger problems for us this year.

The good:

This year has brought high achievement and accolades for our students and staff. We brought window/door replacement programs to Robinson and Day schools and replaced the bleachers at WA. We have lots of things to be proud of.

The bad:

Overall this has been a difficult year with staffing issues, financial challenges and communication issues. I think we would serve our students and staff better by listening. It's easy to assume that we have everything under control. The truth is it's OK to make mistakes so long as we admit and learn from them. We ask of this from our students and should be willing to lead by example.

AH: -H- My Exemplary overall rating is based on the performance of our students; the validly held perception of outsiders as to the quality of our system; the acknowledgement of Westford residents as to the value received for the tax dollars they provide in support of the School Department and my personal evaluation of our system as a parent and a taxpayer. In addition, I engaged in the exercise of going through each and every Element of the Superintendent's Rubric provided, and scored 34 of 42 Exemplary ratings for Bill's performance all of which additionally results in a "high" impact on student learning.

DK:

EK: -M- Bill's primary and guiding principal is that the WPS support the well-being and success of our students.

MM: -M- The "moderate" rating on student learning is expected to be higher once the professional practice, student learning and district improvement related goals have been implemented.

TC: -H- Bill and his team have set an outstanding culture in Westford focused on student success. This is his most important role and he has excelled here.

I respect Bill's focus on what will help student learning – all his actions are through this lens.

I hope that we can allocate more time and focus on topics that will affect student success over the next decade – I feel that our calendar and I suspect Bill's calendar is often overwhelmed with the day to day issue management and doesn't give enough time to bigger issues like how teaching and curriculum will change and how we need to support students best for the new challenges of the future.

TR: -H- I believe the Superintendent continues to do a fine job leading the WPS. I do have concerns that sometimes parents do not feel that they are listened to or their comments are not valid. I do understand that some issues will not be resolved to the parents

liking, but they do deserve to be heard.

I would also say that during the "resignation " discussions at Blanchard, I would have preferred to have the background information sooner to better understand the issue and have a better perspective on the issue.

I think a priority for the 2014/2015 school year has to be technology and implementation of the technology plan.

Superintendent's Performance Goals

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

Goal	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	**Implement a formal structure, and process (Using Data Process of Collaborative Inquiry) for collecting, analyzing and using data to guide decisions on modifications/improvements to curriculum, instructional practice, and professional development.** *This goal is an extension of last year's goal and evolves from our training during the Administrative Summer Institute.*	☐	1	3	2	☐

Success Criteria	By the end of the 2013/2014 school year we will have:
	1. Completed pilot of Data Teams in four schools
	2. Developed a framework to extend the piloted Data Team model to all nine schools in the 2014/2015 school year.
Comments	**AB: Some Progress -** Data collecting and analyzing techniques in the district have been a long standing goal. Again this year we see some progress in the areas of scope of data to collected, data criteria newly created grade-level data teams. One concern is identified from the "Accessing and Using Data" PLT. (Winter 2014)" session. The identified statement "*The finding that several key areas which are essential to the success of data teams: common planning time and additional training*" matches has requests repeatedly brought up in the last several Unit A negotiations.
	AH: Met - This year's success criteria have been met for this difficult goal.
	DK:
	EK: Sig Progress - A pilot of four data teams was indeed executed. I hope we'll have the opportunity to hear from Maria Brahim on the methodology she used and the lessons she's learned that will inform the rollout to other schools. I'm not clear on the framework, though. If no 6-12 Curriculum Coordinators or teachers are being trained (not were listed), what is the "framework" for establishing the middle school teams next year? I see that WA will have a team targeted to begin in 2015/2016; will there be another course held to train WA staff? The framework seems underway, although these pieces are unclear. I'm glad for the planned summer training.
	MM: Sig Progress - Significant progress reflects the fact that not all data team members are trained and the "formal structure and process" of implementing data teams has not yet occurred. Based on Bill's self-assessment document, it appears that this goal will be completed at the elementary and middle schools next year, "I anticipate that WPS will have Data Teams in all elementary and middle schools next year" and that the goal will be fully implemented during the 2015/16 school year when it is expanded to Westford Academy.
	TC: Met - I have been impressed with the ways data is used to assist in student success, especially with younger students.
	TR: Sig Progress - Progress has been made in the area of training for the collection and analysis of data. It appears that many principals, asst. principals and literacy specialists still have to take the Data Coach course during the summer and fall. WA seems to be slipping out a year based on teacher availability.

Student Learning							
2	Extend the work of the "Differentiated Model for Advanced Learning Opportunities" PLT, which recommended a focus on Differentiated Instruction in order to provide differentiated learning opportunities for all students.	☐	4	0	2	☐	
Success Criteria	1. By the end of the 2013/2014 school year I will have developed specific recommendations regarding technology options to differentiate learning for all students.						
Comments	**AB: -Met-** I do not see the specific recommendations regarding technology options as stated in the goals Measurement Criteria. I assume the course covers the recommendations. **AH: -Met-** This year's success criteria have been met. I hope to see continuing progress in this area. **DK:** **EK: Some Progress -** I'm glad to see that Andrew Miller's strategies will be discussed in the context of providing differentiated instruction. I guess the use of the three technology options listed (content rich online multimedia resources, Web 2.0 tools, and online discussion boards) are recommendations, although they're not very specific. It would be nice to understand how these recommendations can be applied to differentiated instruction. **MM: Some Progress -** The "Differentiated Model for Advanced Learning Opportunities" course seems to be a good first step in helping staff develop an understanding of how to provide differentiated learning opportunities for all students. However, the success criteria for this goal is defined as "the development of specific recommendations regarding technology options to differentiate learning for all students" and those specific recommendations have not yet been provided. **TC: Some Progress -** The syllabus is an encouraging step but only a step towards the broader goal above. In general I think the pace of planning for next generation learning and technology is slower than we had hoped. **TR: Some Progress -** The first objective seems to be covered, but I don't see anything discussing the second objective: "I will collaborate as a member of the Digital Learning PLT to investigate methods of using technology to differentiate instruction for all students in addition to conventional differentiation strategies." I thought I would see something along the lines of recommendations for technology for this objective.						

District Improvement						
3	**In collaboration with the Assistant Superintendent, Director of Digital Learning, Curriculum Coordinators and the Digital Learning PLT, I will develop a Two-Year Technology Plan that will be implemented in the 2014/2015 and 2015/2016 school years.**	1	4	1	☐	☐
Success Criteria	1. By the end of the 2013/2014 school year a Two-Year Technology Plan will be drafted and presented to the School Committee.					
Comments	**AB: Some Progress -** I see progress in defining the Technology plan, but I think there are many areas of the plan that need definition and In the presentation to the SC there was very little information on schedules to implement the areas of the plan that have already defined. **AH: Some Progress -** No specific plan has been presented as yet, this goal needs more work. **DK:** **EK: Did Not Meet -** The Technology Plan was not provided. A vision statement has not been provided. I'm concerned by the statement provided that the Plan is not expected to be implemented next year. My hope is that the plan will take an incremental approach. Perhaps in 2014 the plan could lay out a PD plan targeted at exploiting underutilized resources currently in our schools. The plan could also identify a timeline for establishing consistent practices, it could lay out a path for formally evaluating the instructional benefits of some of the tools as teachers are trained. It could plan the data to collect which might inform which technology investments, if any, would improve student learning or classroom management. My hope is that a Technology Plan is not synonymous with a spending plan. So much more should be addressed. **MM: Sig Progress -** Although a significant amount of work has been accomplished to date, the two-year technology plan will not be presented until the 2014/15 school year. **TC: Some Progress -** I don't believe we've seen adequate progress in this area. I respect the work already achieved in technology planning and believe it is valuable, but the slow pace has put us at a disadvantage as we approach our next planning cycle. I understand that Bill had intended this goal to apply to next year, but I still feel that the pace did not meet our expectations. **TR: Some Progress -** The technology plan is very important to have in order to move forward. It was disappointing not have it available now (June) and have to wait until September. The survey was informative and will help, but we need to move quicker on the plan and subsequent budgetary planning.					

4	**Oversee the implementation of updated and enhanced school safety procedures.**	☐	1	2	3	☐

Success Criteria	1. All staff will be trained in new school security procedures. 2. A capital request will be developed for security cameras for all schools and an employee card entry system.

Comments	**AB: Sig Progress -** The first criteria appear to have been met. I know that work with other town departments continues in an effort toward completing the second criteria. It would be nice to know that our plan is in place in the event that the town wide effort could not meet our needs. **AH: Met -** Even though we do not have a specific capital proposal as yet, the work Bill has done on this goal merits a high grade. Any capital request will require the support of the public and Bill has done a great job keeping this issue in the public eye and garnering support for an upcoming budget request even as the tragic events initially precipitating study of the issue fade from our collective memory. **DK:** **EK: Met -** The ALICE training was comprehensive and well conducted. It's a huge improvement over previous practices and I commend the Superintendent for bringing it to the schools. **MM: Some Progress -** Staff has been trained in the new security procedures. However, a fully-developed capital request for security cameras and employee entry systems has not been presented. **TC: Sig Progress -** Good work has been achieved in this area this year. I believe that the ALICE training was very valuable. We are still awaiting the capital request mentioned above. **TR: Met -** ALICE training was an eye opener for those that participated. Aspects of the security camera systems could be integrated with the Technology plan. Has there been any consideration to having parents participate in an ALICE training sessions?

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.	☐	☐	5	1
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.	☐	☐	5	1
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.	☐	1	4	1
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	1	3	2
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.	☐	1	5	☐

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.

☐ **Unsatisfactory**　　　　☐ **Needs Improvement**　　　　**5 Proficient**　　　　**1 Exemplary**

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

AB: P [P-ABD; NI-CE] There are many areas that can be improved , but overall Bill is proficient in Instructional Leadership.

AH: E [P-E; E-ABCD] Our system and our students would not be where they are today, near the top of over 300 systems in Massachusetts, in a state which is at the top in our nation, were it not for Bill's Instructional Leadership.

DK:

EK: P [P-ABCE; NI-D] Curriculum and Instruction have strong leadership and strides have been made in addressing the needs of our English Language Learners. Additionally the rollout of the Educator Evaluator System seems to be going well in this second year of its use. I'm concerned that some of the concerns raised by parents about particular actions of an administrator were not met with a response indicating that the assertions would be investigated. It is unclear if there was follow-up on the concerns expressed. I'm not sure what data was used to support the selection and formation of the district goals. I am

pleased with the attention given to training staff in the art of data-informed decision-making.

MM: P   [All P]

TC: P   [All P] I think Bill and his team have created a great culture that focuses on student success. He and his team are performing very well.

As noted elsewhere, use of data is becoming a strong point. Would like to see more attention on the opportunities that technology enabled curriculum can provide.

TR: P   [P-ABCE; E-D] In the second year of evaluations it appears that they are moving very well and that the training and oversight was successful. It is good to see that teachers are involved and working to streamline the process.

Examples of evidence superintendent might provide:

☐ Goals progress report	☐ Analysis of staff evaluation data	☐ Relevant school committee meeting agendas/materials
☐ Analysis of classroom walk-through data	☐ Report on educator practice and student learning goals	☐ Analysis of leadership team(s) agendas and/or feedback
☐ Analysis of district assessment data	☐ Student achievement data	☐ Protocol for school visits
☐ Sample of district and school improvement plans and progress reports	☐ Analysis of student feedback	☐ Other:_____
	☐ Analysis of staff feedback	

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

	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.	☐	1	3	2
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.	☐	1	4	1
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.	☐	2	4	☐
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.	☐	☐	5	1
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.	☐	1	3	2

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**   **1** **Needs Improvement**   **4** **Proficient**   **1** **Exemplary**

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

AB: NI [P-DE; NI-ABC] This year we have had several key personnel that created significant stress for our staff students and their families. Candidate screening and input from the non-administrative staff, parents and community representatives would add additional safeguards to our recruitment process. In talking to staff, I often hear that they feel like they're no longer respected by the administration. There seems to have been a negative shift the teaching staff's emotional well being over the past few years. I'd like to see this addressed.

AH: E [P-C; E-ABDE] Excellence in management and operations is reflected in every aspect of the day to day running of our schools from buses that arrive on time to immaculate buildings to emergency protocols to community support for our budget needs. Bill's honesty and ethics are unquestioned by staff and the public further contributing to our ability to count on community support.

DK:

EK: P [All P] The management of the fiscal systems is generally excellent. The School Committee obtains detailed information on the expenditures and status of school funds, as well as detailed analyses of outlying budget line items. I'm concerned though by the level of risk. We have the risk of potentially sizable deficits in two line items and we also have the added risk that we'll be spending circuit breaker receipts. When the budget was presented, there was a request that risks be identified in accordance with policy and recent precedent. Unfortunately the risk of spending circuit breaker funds was not identified, but rather discovered through questioning. The balance of excellence in management and needed improvement in risk identification/management merits item E a proficient rating, but I do hope to see the risk concerns improved upon.

MM: P [P-ABDE; NI-C] Westford's student information systems need to be upgraded to provide administrative efficiencies to ensure optimal use of data and reduce the administrative burden on teachers.

TC: P [P-BCDE; E-A] I believe Bill performs these duties admirably. I believe the principal job of a Superintendent is to set the right culture and I believe Bill has done this in our school system. There are at times issues that require follow up that Bill or someone on his time could address in a more timely way. The Blanchard SAC was not up to date in several ways and this took a while to resolve. A more effective approach to addressing high visibility concerns more quickly would be helpful.

TR: P [P-ABCD; E-E] The Superintendent set the bar high for management and operations of the school system. I was concerned at the hiring of the principal at Stony Brook when the two finalists were presented to parents and then dismissed. I am glad that the decision to re-open the search was made before either was hired. The management of the fiscal systems is vital to the WPS. Tthe Superintendent, Kathy Auth and staff do a great job managing the budget.

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:_____

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

Check one box for each indicator and indicate the overall standard rating below.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	☐	1	5	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	1	5	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	1	2	3
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	2	4	☐

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**   **1** **Needs Improvement**   **5** **Proficient**   ☐ **Exemplary**

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

AB: NI   [All NI]   Many parents have raised concerns over administrative leadership, staffing issues and implementation of district policies. In many cases parents have been required to defend their observations and the information brought to the school administration and includes the communications with school committee. Issues like the lack of response to communications to us are new to us. I'm not sure what happened this year, but our communications with the public missed the mark. I think we can do a much better job on supporting our parents and fostering trust in bringing issues to us.

AH: P   [P-ABD; E-C]   With several difficult public relations issues coming to a head this year Bill has done a good job in trying to address all public concerns and insure that all voices are heard. Superintendent's Roundtables and CAT programs are both indicative of this.

DK:

EK: P   [P-AB; E-C; NI-D] I rate Bill Exemplary on Communications because of his outreach activities as well as his ability to convey ideas clearly both orally and in writing. His outreach activities include his Parent Roundtable discussions and his Education Matters video episodes. Both are well done and are excellent vehicles for communication. My lower rating for Family Concerns relates to two areas. Bill has recognized that he has difficulty keeping up with his emails, and plans to improve. Bill has much on his plate.   I hope that if added diligence isn't adequate, he'll consider delegation of some email responses or

other means of addressing the issue. I'm also concerned that parental concerns over an administrator have not meet with a response indicating that the concerns were investigated.

MM: P [P-ABD; E-C] Bill regularly conducts informational sessions with the parent community and reports feedback from these sessions to the School Committee.

TC: P [All P] I think Bill's open house style meetings are very valuable and his WCAT shows are a good example of community involvement.

TR: P [All P] Several times this past year I have noticed that parents present a concern during SC meetings or open houses and the issue is discussed and talked around without a clear answer to the parents. I think that happened in the case of the third grade overcrowding, course selection issues at WA and then again during the Blanchard school issues. On the other hand, in terms of adjusting the school calendar, I believe the Superintendent handled that issue appropriately.

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.

	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.	☐	☐	4	1
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.	☐	☐	5	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☐	4	1
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.	☐	☐	4	1
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.	☐	☐	5	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	1	2	2

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**   **5 Proficient**   **1 Exemplary**

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

AB: P   [P-ABDCE; NI-F] Generally Bill does a good job with pushing for professional development of the staff. I think efforts for addressing conflicts and soliciting input from staff on selections that would help with personal growth could greatly help.

AH: P   [P-ABCE; E-DF]

DK:

EK: P   [All P]

MM: E   [P-BDE; E-ACF] Bill is committed to high standards of teaching and learning in Westford Public Schools. Evidence of his commitment is the frequent acknowledgement and the informative description he provides of the staff and student contribution that exemplify the learning and collaborative culture at Westford Public Schools. These acknowledgements reinforce our expectations, acknowledge individuals who are exemplars, and inspire others to achieve similar levels of performance.

TC: P   [All P] Westford schools have a strong professional culture and Bill sets the example.

TR: P   [All P]

Examples of evidence superintendent might provide:

☐ Goals progress report	☐ School visit protocol and sample follow-up reports	☐ School committee meeting agendas/materials
☐ District and school improvement plans and reports	☐ Presentations/materials for community/parent meetings	☐ Sample of leadership team(s) agendas and materials
☐ Staff attendance and other data	☐ Analysis of staff feedback	☐ Analysis of staff feedback
☐ Memos/newsletters to staff and other stakeholders	☐ Samples of principal/administrator practice goals	☐ Other: _____