

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Andrew Bott	_____	_____
Evaluator:	Brookline School Committee	_____	Voted 9/20/18
	Name	Signature	Date

Comments:

This report is the work of the Brookline School Committee. Drafted by the Chair and Vice Chair, it incorporates the work of all committee members excepting the two most newly elected members. It also incorporates feedback collected through an online survey, and through a series of confidential interviews conducted by the Chair and Vice Chair with a number of school principals and senior district leaders who report directly to Superintendent Bott.

The online survey was well subscribed with a total of 549 responses, a significant increase over the previous year's 333 responses. Respondents could self-identify in multiple categories such as PSB Educator as well as PSB Parent/Guardian, Community Leader, PSB Staff, or Brookline Resident. 138 responders identified as educators, 62 as staff, 360 as Parent/Guardians, and 100 as Brookline Residents.

Rate Overall Summative Performance (*check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Superintendent's Performance Rating for Standard I: Instructional Leadership



	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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.
--	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Superintendent Bott's educational vision for the district is that principals must first and foremost be instructional leaders in our schools, supported by all of the coordinated resources of the district, so that they can in turn support our teachers in the work of continuously improving teaching and learning in our classrooms. This vision, supported by the School Committee, represents a paradigm shift that is captured in the transformation of the role of principal from manager to leader. It can only be achieved through the coordinated support of all district- and building-based staff, so that all of our decision-making is grounded in the betterment of teaching and learning.

During his first two years as superintendent Mr. Bott has made significant advances toward realizing this goal. These include a highest priority emphasis on spending time with principals in their schools and classrooms. He has consistently made a minimum of three visits with principals every week averaging three hours each, and this work is prominently featured in his regular superintendent's reports. These visits are structured to include mentoring, problem solving, and classroom observation. Throughout the entire school year the superintendent has brought all principals together with district leadership for a two hour meeting every week, and a full day workshop every month. These meetings have been productive and valuable, particularly in light of the number of principals and

district leaders who are either new to their positions or new to Brookline. The superintendent has also listened carefully to feedback from the participants and has outlined a restructuring plan to better use the time in the coming year. This includes more blocks of time for principals and curriculum coordinators to work on specific aspects of curriculum, and regular time dedicated to building skills in conducting effective observations and in providing timely written feedback.

Superintendent Bott shares Brookline's longstanding commitment to balancing two different but equally compelling goals for our schools. We strive to standardize curriculum and learning expectations across all our schools to assure both equity and excellence for every student. At the same time, we respect and celebrate the unique character, history and traditions of each of our schools and school communities. An example of how Superintendent Bott supports community identity at the individual school level can be seen in his vision for the renaming process of the Coolidge Corner School. Engaging CCS students and educators, the process will bring the CCS community together in dialogue about shared values while acknowledging and including stakeholders across the larger Brookline community.

Similarly, Superintendent Bott has expressed his commitment to nurturing the individual character and identity of each individual within our school community, encouraging and accommodating the creativity and energy of each educator to innovate and customize within the curricular framework, and championing inclusion and differentiated instruction at all levels in support of each student's individual needs.

I-A. Curriculum:

Superintendent Bott is making a valiant effort to be in classrooms on a weekly basis so he is able to have direct knowledge about curriculum, instruction and assessment across the system.

- Superintendent Bott is leading a renewed emphasis on curriculum review across the district, starting with the K-8 Math Program Review that began a year ago and is mid-way through its two-year planning and implementation. The current math curriculum, adopted in 2005, is no longer being supported by the publishers and in need of immediate attention.
- Before initiating any other major program review efforts, this year the Office of Teaching and Learning will develop a project plan and begin work on Brookline's Essential Curriculum. This work starts from the understanding that the district has a wealth of curriculum in place, much of it excellent, but also challenged by areas burdened by too many modules or lacking adequate coordination. The Essential Curriculum will provide clarity for educators and parents about what is expected to be taught and learned, and ensure that space is provided for teacher created units that are of particular importance to the school, grade level, or teacher.
- Two other efforts have been identified by the superintendent as near term priorities with work starting in the coming year – an evaluation of the current literacy program, and preliminary planning for review of middle school programming.

I-B. Instruction:

- Under Superintendent Bott's leadership the district is working to develop a culture of collaborative inquiry to advance equity and high quality instruction.
- K-12 curriculum coordinators join principals for regular learning walks in school buildings.
- K-12 curriculum coordinators and principals have worked to define proficient practice in Meeting Diverse Needs and High Expectations.

I-C. Assessment:

PSB has for many years utilized two elementary education assessment tools: a math assessment developed by Brookline educators in collaboration with curriculum coordinators, and the Benchmark Assessment System (BAS), a third party product selected by PSB educators, curriculum coordinators and

administrators. The BAS, because of the time required for each teacher to carry out twice-yearly one-on-one assessments of each student, is being carefully considered as part of the upcoming evaluation of the district's literacy program. Questions to be addressed include:

- Why are we collecting literacy information through the BAS?
- Is this the most appropriate assessment, and what alternate assessments could support literacy instruction?
- Could the BAS be better or more efficiently utilized?

I-D. Evaluation:

District leaders provided the following feedback:

- Superintendent Bott knows instruction well and is very informed about what is happening in the schools.
- There is no doubt that Superintendent Bott has a clear vision for the success of the district, but there are opportunities to more clearly communicate his vision to the leadership team, principals, educators, and the community.
- Specifically, leaders expressed the need to establish clearly defined goals, to develop objectives to meet those goals, to have regular monitoring of their progress, and to receive feedback on successes and opportunities for improvement.
- In his first two years as superintendent, Andrew has begun much of this work. Over the next year, Andrew should make it a focus to establish a framework that provides tangible goals, objectives, and assessments to aid his deputies in achieving his vision for the district.

Superintendent Bott has identified evaluation as an area of needed focus and better practice, as part of his overall goal of improved communication throughout the system. While formal/written evaluation of all staff in alignment with state regulations and contract provisions is generally being completed, several areas in particular have been identified for study and improved practice:

- Provide principals with written feedback on a quarterly basis.
- Include regular time as a part of the leadership team meeting schedule to build skills in conducting effective observations and in providing written feedback to educators in a timely manner.
- Develop multiple pathways to capture feedback from educators back to principals, curriculum coordinators to improve communication, practice, and extend well beyond what is recorded in the annual staff survey.
- Improve communication and two-way feedback for and with all **district** level staff.
- Investigate ways to improve two-way feedback with para-professionals. While no formal evaluation is required by state regulation or contract, the superintendent has identified this as a goal in support of our paras and educational excellence.

I-E. Data-Informed Decision Making:

Superintendent Bott is committed to continuously improving outcomes for each of our students, and to continuously improving our practice at all levels in support of educational excellence. He believes that both qualitative and quantitative data play an essential role in pursuing these goals. Reassuringly, many of our teachers share this belief, as evidenced by the significant increase of teacher requests for data and analysis that are being supported by the Office of Strategy and Performance. Most importantly, Mr. Bott has acted promptly whenever he has encountered data that concerns him: engaging in dialogue, reflecting troubling data back to leaders, educators and the community at large, and responding by initiating and/or supporting changes in practice.

- In response to data showing systemic disparities in disciplinary actions at BHS based on race and special education status, systemic changes were made resulting in substantial reduction in those disparities this year.
- In response to data showing systemic disparities in relation to race that appeared in standard/honors placement recommendations made by middle school teams for rising 9th graders, Superintendent Bott immediately brought the systemic data to the attention of the School Committee and all school

leaders. School specific data was brought back to each individual school principal and middle school team, and each school team was engaged in dialogue to better understand the data and its implications, discuss and better understand implicit bias, and make changes in practice to address the documented disparities and to make changes in the placement recommendations where needed.

- In response to continuing statistical disparities in honors and AP course enrollment at BHS based on race and ethnicity, Superintendent Bott is working with BHS Head of School Anthony Meyer on several initiatives. This past year they visited districts that have implemented *Embedded* Honors courses, and have supported opportunities for BHS departments to plan for Embedded Honors. Other efforts include coordinating work with Steps-to-Success, METCO, the Calculus Project, and the African American and Latino Scholars Program.
- In response to March 2018 BAS results for students at one elementary school showing lower than anticipated improvement over the previous October results, the principal put additional supports in place for the students, and a third BAS assessment was made in June that showed significant and welcome improvement.

Examples of evidence superintendent might provide:

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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*):

II-A. Environment:

Over the past year Superintendent Bott has initiated, supported and/or overseen several important measures, policies and programs that provide significant improvements in the PSB environment in the areas of safety, health, emotional and social needs.

- Extensive work throughout the district is underway to review and improve school safety. This includes revised protocols, staff training, increased focus on perimeter security and staff keycard use for access, attention to after school security, and updated policies and procedures agreement with BPD.
- Completion and approval of the revised PSB Wellness Policy was a major accomplishment. This includes many advances including increased recessed time.
- Improvements to PSB Discipline Policy which was the focus of significant work over the previous year and is nearing completion.
- Initial training and implementation of Restorative Practice at BHS. This work continues in the coming year with further piloting at BHS and Baker School with a goal of integrating Restorative Practice as an integral part of PSB's discipline and community building policy and practice.
- Development and implementation of an updated anti-bullying policy for the PSB.

II-B. Human Resources Management and Development:

Superintendent Bott has demonstrated a strong commitment in this area directed at both excellence and increasing diversity the PSB workforce. Highlights include:

- Hiring HR Director Lisa Richardson.
- Review/consideration of having HR Director report directly to the superintendent.
- Significant advances in diversity recruitment procedures at all levels.
- Work at the district leadership level to support and standardize HR management and development practices.
- Significant increase in diversity of the leadership workforce including principals, vice principals, deans, and district leaders.
- Working with stakeholders including parents and educators on principal search committees and processes.

Principals and district leaders noted that Superintendent Bott is extremely effective at managing issues raised by school principals, which has led to his addressing many concerns that do not necessarily require the superintendent's involvement. Principals expressed concern that his deputies and senior staff have not been as consistently responsive or supportive. Over the next year, Andrew should define expectations for responsiveness from his staff, work to delegate specific questions to the appropriate deputy, and continue to seek feedback from school principals on this issue. Senior staff have requested additional dedicated time for meetings with Superintendent Bott, including one-on-one meetings. These meetings would likely aid these management efforts by improving communication, providing additional support, and increasing Andrew's efficiency, allowing him to focus on district-wide issues.

II-C. Scheduling and Management Information Systems:

Superintendent Bott believes that the complex and demanding work of school scheduling is best managed at a single point and by each individual school principal. This provides the maximum knowledge, understanding, and flexibility required to support teaching and learning, customize to building and community based strengths, practices and preferences, and adapt to the inevitable and nearly constant challenges and disruptions that are the reality of running our schools.

- Flexibility is a key consideration, and time-on-task guidelines will be an important part of the planned work in Brookline’s Essential Curriculum in the coming year.
- Time has been allocated in the weekly and monthly district leadership meetings to support principals in developing standards and systems for efficient and effective scheduling, and that work continues.

II-D. Law, Ethics, and Policies:

Superintendent Bott and senior leaders demonstrate a high level of attentiveness to legal compliance, ethical conduct, and policy adherence. In particular, both the Office of Administration and Finance and the Office of Student Services have been working to identify and correct areas where historic practice may have diverged from either policy or regulation.

II-E. Fiscal Systems:

The impact of Brookline’s unprecedented and continuing enrollment growth combined with the budget limits imposed by Proposition 2 ½ have had a significant ongoing impact on both the PSB budget and the budget planning process. Every year budget planning has had to manage significant funding gaps and this underlying structural deficit continues, despite the operating override passed by the voters in May, 2018. This past year’s budget planning process included significant extraordinary work, both in the development of two parallel budgets for override and non-override scenarios, and in coordinating and supporting the work of the Override Study Committee and other committees and boards involved in the override process.

Despite these challenges, the Office of Administration and Finance continues to refine and improve the budget planning process to better reflect the district’s vision, mission and goals and to more effectively serve the work of the principals in their buildings. Major improvements include:

- Realigning the entire PSB budget structure to more closely parallel both state and town frameworks.
- Detailed explanatory narratives for all program areas that connect resource allocations to district priorities.
- Ongoing work to improve clarity and transparency, including restructuring of budget treatment for all grants and revolving funds.

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | agendas/minutes/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits | <input type="checkbox"/> and/or incidence reports | schedule/agendas/materials |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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):

III-A. Engagement:
 Superintendent Bott is a gifted communicator who cares deeply about our students, families and school community. Feedback from senior leaders, educators and parents was overwhelmingly positive.

Senior leaders said that Superintendent Bott excels in the area of family and community engagement. He is visible with staff and families. He anticipates what questions families might have and provides forums, Q&A sessions, and information to the community. When families had particular issues, Superintendent Bott was available and able to support the principals effectively to resolve the situations.

Educator comments included that Superintendent Bott is visible, families like it here, and that there is sustained and truly meaningful efforts to be inclusive and responsive to all partners. Educator concerns included that families appear to “come first,” and that there is more work to do establishing clear expectations at the staff and educator level for professional communications with families.

Parent comments included that Superintendent Bott provides lots of clear and constructive communication; he is fostering wider participation; he is pro-active and shows up for difficult conversations; and that he is fantastic in person. Many expressed enthusiasm for his newsletters that he began sending out in the second half of the school year. One or two parents asked for more work on shared vision and buy-in. Parent support in the survey was not universal but it was noted that negative comments were mostly related to parent experience in a couple of specific schools.

III-B. Sharing Responsibility:

Superintendent Bott has demonstrated a high level of commitment to parent and community involvement in our schools.

- He meets on a monthly basis with Site Council, SEPAC, METCO, and PTO leaders from across the district.
- Parents are regularly included on search committees for school principals.
- All of the school building projects have building committees that include parent and neighborhood representatives, and are informed by listening and/or visioning sessions, workshops, forums and hearings throughout the design process.

III-C. Communication:

Superintendent Bott shows up regularly for many school community and Brookline community events and activities, and actively engages in dialog with community members.

- He attends community meetings at schools whenever issues arise or additional information is requested by community members. Over the past year these conversation topics included recess, school leadership, building capacity and capital projects, and diversity.
- He is a regular attendee at many of the school events and celebrations such as Driscoll Spring Fair where he spent time in the dunk tank, Lincoln Pumpkin Fest, school plays, and graduations.
- He is a regular participant at events with educational partners including Steps to Success, The Brookline Education Foundation, and the BHS Innovation Fund.

A common theme in the community feedback was the strength of Superintendent Bott’s personal connection. Both teachers and parents like what they see and hear from him personally, and in his email updates, but don’t seem to experience the same understanding, connectedness or satisfaction when the message is indirectly communicated.

III-D. Family Concerns:

Superintendent Bott is an excellent listener who cares deeply about family concerns and works to address each one with care and consideration.

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent’s Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	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

<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>IV-A. Commitment to High Standards: Superintendent Bott convincingly conveys his commitment to high standards of service, teaching, and learning with high expectations for achievement for all. Survey feedback indicates that Mr. Bott makes strong and successful personal connections, and that the more people work with him the higher they rate his performance: as an example, PTO and School Council leaders rated his performance as Exemplary in most categories. At the same time, the same surveys indicate that parents and educators don't consistently experience the same understanding, connectedness or satisfaction when the message is indirectly communicated.</p> <p>IV-B. Cultural Proficiency: Superintendent Bott convincingly conveys his commitment to creating and maintaining a school community and environment that enables staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. Concrete changes in policy and practice are ongoing, and he speaks to these goals and measures at every opportunity. His vision and plans include the hiring of a Director of Equity for the district, a position that is soon to be filled. The work begun this past year to implement Restorative Practice throughout our schools is important work supporting cultural proficiency throughout the school community.</p> <p>IV-C. Communication: Superintendent Bott is a gifted communicator who easily conveys his honesty, integrity, and presence. The newsletter that he began sending out during the past school year have been very well received.</p> <p>IV-D. Continuous Learning: The principals were very appreciative of the time that Superintendent Bott has spent in each of the schools this year. The principals benefit significantly from these interactions and found it to be an important time to receive feedback, and to bounce ideas off of Mr. Bott. Leadership meetings have also been very</p>

valuable. In addition to providing useful information, they serve to build relationships and collaboration between the principals. There were suggestions about how they could get more out of these meetings, including a desire to have more input on the agenda for the meetings.

Principals and district leaders suggested that there is more room for reflective practice and continuous learning in the district as a whole. There is the belief that Superintendent Bott values these ideals, but that Brookline does not always support a culture of growth, continuous learning, and reflective practice and that the Superintendent should do more to promote and insist on this within the District. Furthermore, there is the sense that the culture could improve in some of the schools and that the Superintendent could play an important role in helping to shift the culture in these schools.

Over the next year, the Superintendent should develop strategies to engage all the stakeholders, including leadership, teachers, parents, and community members in the vision for the District to develop a more positive and productive learning environment at all of the schools.

IV-E. Shared Vision:

Superintendent Bott works hard to bring the entire PSB community together around a shared purpose and vision, and puts considerable time and effort into being in schools, with students, families and educators. Feedback from district leaders, educators and community members suggests that there is work needed to improve clarity and consistency in the communication of what the shared vision is for the district. Concerns included that the shared vision isn't getting through to the teachers in ways that are meaningful to their work in the classroom, and that it isn't clear, specific, and consistent enough. An educator asked what is the one objective we are all working toward (or two or three) and what do each of us need to do to get there?

IV-F. Managing Conflict:

Superintendent Bott easily and comfortably engages in difficult conversations. He has a strong and reliable moral compass, a clear commitment to what is right and just, a constant focus on the education and wellbeing of the whole child, and a bias toward action where he sees a problem or injustice. The work begun this past year to implement Restorative Practice throughout our schools provides an important additional strategy for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

Examples of evidence superintendent might provide:

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