M E M O R A N D U M

TO: Brookline School Committee

FROM: Glenn Koocher, MA Association of School Committees

DATE: March 2, 2022

RE: Superintendent Goal Assessment/SMART Goals
_____

The state's superintendent evaluation tool is similar to that used for teachers, particularly in general terms where there is reference to goals and how those goals are measured.

Superintendents are required to have student achievement, district improvement, and professional practice goals. For each of the goals, it is necessary to establish:

- The nature of the goal itself.
- The attainable outcomes for the goals.
- Clear definitions of what success will look like.
- Agreement on evidence to demonstrate proficiency in the goal's requirements.

The school committee can use the mid-year point to do what we call a "temperature taking" to determine if the goals are appropriate, progress is being made, mid-course corrections or revisions need to be implemented, and whether the correct evidences have been selected. We have learned that in some cases school committees and superintendents have cut back or added new elements to the evaluation. In other instances, shortcomings are identified so they can be addressed before the end of the evaluation cycle.

In order to assess the goals themselves, it is important to identify the S-M-A-R-T nature of these strategic achievements. This means they must be specific, measurable, attainable, relevant, and timely. We have found that some superintendents over-extend themselves and come up short for that reason. In other cases, we have discovered that the goals are so ambiguous as to be useless.

Here are some of the key questions to pose about proposed or current goals to ensure that the evaluation process and the goal setting challenges are met:

1. In the goals that you have identified, what are the **specific achievements** you seek to attain?
2. What **data or measures of success** have you identified to demonstrate attainment?
3. Are your goals ones that **you or we can reach** as an individual, or as a district, or as a school committee/superintendent team?
4. How do these **goals fit into our master plan** for the district?
5. Why are these goals **appropriate for this point in time**?

Each of these questions should be answered clearly. Do not accept broad platitudes, unambitious goals, vague explanations of what data will be provided to demonstrate success in reaching the goal.

In the goals that you have identified, what are the specific achievements you seek to attain?
Broad and ambitious statements are insufficient to demonstrate success. That the students of the _____ public schools will feel better about themselves is useless as a goal. More specific goals for student achievement might include specifically identified improvements in outcomes, test scores, general grades, graduate rates, or successful enrollment in college. They might also include closing an achievement gap, improvements in middle school math, better reading scores, etc.

What data or measures of success have you identified to demonstrate attainment?
We have to know how your success will be measured and to what degree. That scores will increase without further explanation is insufficient. Goals must be specifically measured whenever possible. You need to agree on what data or measurements will be used. Some districts use MCAS or other standardized tests. Others will use in-house grades. In certain cases, demographic data is sufficient (i.e., how many students graduate is a fixed, measurable number). When you seek to improve student outcomes, what specific measures will you use?

Also, what items of evidence will you provide to demonstrate success? They might include data reports, summaries of events such as classroom visits, annual reports to the state, financial data, etc.

Are your goals ones that you or we can reach as an individual, or as a district, or as a school committee/superintendent team?
The superintendent should be able to tell you whether the goals you have set can be attained by the time you have a mid-year informal review. You may have set the timetable too short and it might take two years to meet your original milestones; or, conversely, some of your goals may depend upon the collaboration of others who do not report to you (i.e., community health providers, social and children's services agencies, etc.) Sometimes extraordinary circumstances get in the way (i.e., the corona virus epidemic). It is reasonable to anticipate that the goals might not be met without fault, provided a credible explanation is provided.

How do these goals fit into our master plan for the district?
Did we actually pick the right goals? How do these goals align with our own district goals?

Why are these goals appropriate for this point in time?
Some districts maintain goals long after they are relevant (i.e., our new building is complete, so we no longer need to have capital improvements on our immediate list of goals), or others fail to anticipate issues that are on the horizon, such as a fiscal cliff that will occur following a failed override vote, or a collective bargaining agreement that must be renegotiated.

Superintendent Professional Practice Goals
Superintendents must have at least one professional practice goal for themselves. Here you have considerable flexibility. They relate to the way(s) that the superintendent will improve one's capacity to work effectively as a well-rounded individual, educator, or leader. Some professional practice goals include participating in the New Superintendent Induction Program sponsored by the MA Association of School Superintendents. Others have included completion of further graduate work, research projects, personal enrichment (i.e. reading the cultural history of district racial, ethnic, or linguistic groups who are moving into the district.). The superintendent should have great discretion in promoting one's own professional competency skills.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____ _____ _____

Evaluator: _____ _____ _____

Name **Signature** **Date**

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

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   ☐ **Exemplary**

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):				

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

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Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

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

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

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Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

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

Superintendent's Performance Rating for Standard IV: Professional Culture

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture 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.	☐	☐	☐	☐

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

Massachusetts Model System for Educator Evaluation

SUPERINTENDENT AND DISTRICT ADMINISTRATOR RUBRIC

Updated July 2019
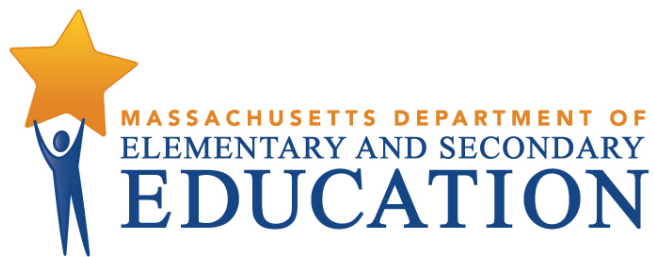
Superintendent and District Administrator Rubric

Rubrics—defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) —are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Structure of the Model Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are six Indicators in Standard I of the Superintendent rubric, including *Curriculum, Instruction,* and *Evaluation*.

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, o*r *Exemplary*.

Use of the Superintendent and District Level Administrator Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. DESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators that are aligned to his/her professional practice, student learning, and district and/or school improvement goals. There are many ways to emphasize these components throughout the evaluation cycle. For example, focus Indicators can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, administrators and school committees/evaluators have gathered and shared a reasonable amount of evidence related to Indicators in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

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Superintendent and District Administrator Rubric

Priorities of a District Leader for Improving Learning for all Students

- **ENSURING SYSTEMS ALIGNMENT AND COHERENCE**. An effective district leader establishes high-functioning systems that work together in support of the district's vision. These systems include data and measurement systems, hiring and recruitment processes, talent development and professional learning systems, curriculum and instruction supports, etc. When these systems are coherent and aligned with the district's vision and goals, school leaders are better positioned to execute their responsibilities in support of student learning. The model rubrics represent this coherence through the vertical alignment from classroom teacher rubric to school level administrator rubric to superintendent/district administrator rubric.

- **EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS**. An effective district leader builds the capacity of school leaders and district administrators to enact the district's vision and its commitment to students. In order to do this well, the superintendent must first have the knowledge, skills, commitment, beliefs, and authority to make critical decisions on behalf of students and staff. They then model these skills through the provision of consistent, high quality feedback to school and district leaders on their leadership practice, and empower them to be successful administrative leaders. Empowering others is the highest form of leadership; as such, the term "empowers" is often noted in the 'Exemplary' descriptors in this rubric.

- **LEADING WITH A COMMITMENT TO EQUITY**. An effective superintendent creates inclusive, multicultural school environments for adults and children and demands equally high outcomes for all participants in the educational system. Leading with a commitment to equity means challenging the predictability of success or failure that currently correlates with any social or cultural factor through the disruption of inequitable practices; the examination of biases; and the discovery and cultivation of the unique gifts, talents and interests that every human possesses.[1] The model rubric denotes a superintendent's responsibility to equity in references to "all students," a commitment to data-informed decisionmaking, and the emphasis on culturally responsive teaching and leading.

Definitions of terms used frequently in this document

"All students": Given that some student groups have been historically underserved, and that any student can be particularly "vulnerable" at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase "all" in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.

"Disaggregated student data": Disaggregated student data refers to aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student populations; for example, schools, grade levels, and student groups.

"Equity": Educational equity means that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.[2]

"Student group": Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.[3] This includes, but is not limited to, the groups of students for which DESE issues annual performance determinations.

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[1] Adapted from the National Equity Project's definition of "educational equity"

[2] Adapted from Leading for Equity: Opportunities for State Education Chiefs and National Equity project

[3] Adapted from EdGlossary.org

Superintendent and District Administrator Rubric

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit and Lesson Support	**A. Environment** 1. Plans, Procedures, and Routines 2. Operational Systems 3. Social and Emotional Well-Being 4. Student Health and Safety	**A. Engagement Indicator** 1. Family Engagement 2. Community and Stakeholder Engagement	**A. Commitment to High Standards Indicator** 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	**B. Human Resources Management and Development Indicator** 1. Recruitment and Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** 1. Student Support 2. Family Support	**B. Cultural Proficiency Indicator** 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	**C. Scheduling and Management Information Systems Indicator** 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** 1. Culturally Proficient Communication	**C. Communications Indicator** 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Student Learning Measures 3. Observations and Feedback 4. Performance Ratings	**D. Law, Ethics, and Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision-Making Indicator 1. Data-Informed Decision Making 2. Plans and Goals	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** 1. Shared Vision Development
F. Student Learning Indicator			**F. Managing Conflict Indicator** 1. Response to Disagreement and Conflict Resolution 2. Consensus Building

MASSACHUSETTS DEPARTMENT OF
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Superintendent and District Administrator Rubric

STANDARD I: Instructional Leadership

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.

Indicator I-A. Curriculum

Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary[4]
I-A-1. Standards-Based Unit and Lesson Support	Does not support administrators to ensure the implementation of standards-based units of instruction (e.g., fails to provide adequate resources or training).	Provides limited or inconsistent support to administrators to ensure the implementation of standards-based units comprised of well-structured lessons, or does not regularly monitor or assess implementation.	Supports administrators to ensure that instructional staff adapt as needed and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Monitors and assesses progress, providing feedback as necessary.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Models this practice for others.

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[4]Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by "Models this practice for others."

MASSACHUSETTS DEPARTMENT OF
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Superintendent and District Administrator Rubric

Indicator I-B. Instruction

Ensures that instructional 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. **Student Engagement**	Does not look for evidence of or cannot accurately identify ways that principals identify effective teaching strategies that motivate and engage students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying effective instructional practices that motivate and engage students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting a variety of effective, high-leverage instructional practices that are likely to motivate and engage most students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals are identifying and promoting the use of high-leverage instructional practices that motivate and engage all students. Models this practice for others.
I-B-2. **Quality of Effort and Work**	Does not set expectations for the content and quality of instruction and student work, or the effort required to produce it; or establishes inappropriately low expectations.	Sets high expectations for the content and quality of instruction and student work district-wide, and the effort required to produce it, but allows expectations to be inconsistently applied across the district; may allow inappropriately low expectations for quality of instruction and/or student work.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance and effort required to produce it; supports all administrators and instructional staff to consistently uphold these expectations for all students.	Sets and models high expectations for the content and quality of instruction and student work district-wide, and the perseverance required to meet these expectations, such that all administrators and instructional staff are empowered to do the same for their students.
I-B-3. **Meeting Diverse Needs**	Does not look for evidence of or cannot accurately identify ways that principals identify appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, occasionally looks for evidence or provides feedback to ensure that principals are identifying appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts, regularly provides feedback to ensure that principals are identifying and promoting appropriate inclusive teaching practices that meet the diverse learning needs of all students.	While observing principal practice and artifacts and providing high quality feedback, ensures that all principals know and consistently identify appropriate inclusive teaching practices that meet the diverse learning needs of all students. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator I-C. Assessment

Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not set expectations around or ensure the use of a variety of assessment methods, leaving it up to principals and administrators to design and implement their own strategies.	Encourages principals and administrators to use a variety of informal and/or formal assessment methods and suggests coordination within buildings or departments; but does not monitor assessment use, allowing insufficient alignment to content and rigor, or lack of coherence across grade levels and subject areas.	Ensures that all principals and administrators use a variety of formal and informal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district for alignment to content and grade-level standards, and coherence across grade levels and subject areas.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards. Monitors assessment use throughout the district to ensure alignment to content and grade level standards, and coherence across grade levels and subject areas. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions.	Encourages principals and administrators to facilitate the use of assessment data by instructional staff to support adjustments to practice and identify appropriate interventions, but inconsistently monitors this practice.	Ensures that all principals and administrators facilitate practices that propel instructional personnel to (a) disaggregate and analyze results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for student learning. Provides feedback and monitors administrators' efforts and successes in this area.	Empowers teams of administrators and instructional personnel to (a) analyze disaggregated results from a variety of assessments to determine progress toward anticipated student learning outcomes, and (b) use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors administrators' efforts and successes in this area. Models this practice for others.

Superintendent and District Administrator Rubric

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/ school improvement goals, review the goals for quality, or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/ school improvement goals, but does not consistently review them for quality or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. Reviews goals for quality and supports progress.	Consistently supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals. Facilitates their progress through a variety of methods and shares best practices and success with the district community. Models this process through the superintendent's own evaluation process and goals.
I-D-2. Student Learning Measures	Supports fewer than half of administrators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most administrators to identify appropriate measures during development of the Educator Plan, as well as anticipated student learning gains for those measures, but does not consistently review measures for quality or relevance.	Supports all administrators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews measures for quality and relevance.	Supports all administrators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Observations and Feedback	Observes administrators only through informal visits and/or does not provide clear feedback to administrators who are not performing proficiently.	Makes infrequent visits to schools to observe administrator practice, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling administrators without providing support to improve their performance.	Makes multiple visits to each school to observe administrator practice, and provides quality feedback (specific, timely, actionable) that reinforces effective practice and provides clear next steps and support for improvement.	Regularly visits every school throughout the year to observe administrator practice and provide quality feedback (specific, timely, actionable). Regularly engages with administrators in conversations to reinforce effective practice, and provides clear next steps and support for improvement, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with others. Models this practice for others.
I-D-4. Performance Ratings	Assigns performance ratings based on insufficient or inappropriate evidence related to the Standards of Effective Administrative Leadership; and/or does not assign ratings for some administrators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Administrative Leadership, but evidence is incomplete or insufficient for some administrators, and/or the process is not consistently transparent to administrators.	Uses sound and reliable judgment to assign performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment; ensures that administrators understand why they received their ratings, and provides clear next steps to further develop their leadership practice.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Administrative Leadership for all administrators that reflect evidence of practice, impact on student learning, feedback from staff, and goal attainment. Ensures that administrators understand in detail why they received their ratings, provides clear next steps to further develop their leadership practice, and monitors implementation of those strategies over time. Regularly calibrates judgments of practice with other district administrators to ensure consistency of ratings across the district. Models this practice for others.

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Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	Relies on too few data sources to represent the full picture of school or district performance, or does not analyze the data sufficiently or accurately when making decisions.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient or inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, or student learning.	Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions related to organizational performance, educator effectiveness, and student learning.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, as well as other information that offers a unique perspective on school and district performance, to assess and communicate the district's strengths and areas for improvement. Relies on disaggregated data to make decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models this practice for others.

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Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-2. Plans and Goals	Gathers limited information on school and district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed, and/or writes district and annual action plans that lack focused or measurable goals.	Involves stakeholders in creating district improvement and annual action plans comprised of focused, measurable goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Facilitates stakeholder involvement in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals informed by evidence-based assessments of organizational performance, educator effectiveness, and the growth, learning, and achievement of all students. Empowers principals to contribute their voice, ownership, and leadership in these plans and goals, and to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.

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Indicator I-F. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

The model rubrics describe *educator practice* and provide clear criteria across four performance levels that focus on the educator's actions and behaviors.

The Student Learning Indicator is about the *impact of those actions relative to student learning*. Did students learn as much as educators set out to teach?

For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard I. **There are no associated elements or performance descriptors for the Student Learning Indicator**.

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.

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STANDARD II: Management and Operations

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.

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. **Plans, Procedures, and Routines**	Does not organize the district effectively for orderly and efficient movement of students.	Ensures that some plans, procedures, and routines are in place across the district to promote orderly student entry, dismissal, meals, class transitions, assemblies, and recess, but these are inconsistent throughout the district.	Ensures that effective plans, procedures, and routines are in place across the district that promote orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Empowers administrators to develop and execute effective plans, procedures, and routines that result in orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.
II-A-2. **Operational Systems**	Fails to establish operational systems and processes to support auxiliary staff, such that schools and other buildings are not generally clean, attractive, welcoming, and/or safe.	Operational systems and processes for the support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) do not ensure that all schools and other buildings are consistently clean, attractive, welcoming, or safe.	Implements operational systems and processes for the effective support and supervision of auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers) so that all schools and district buildings are clean, attractive, welcoming, and safe.	Implements operational systems and processes for the effective support and supervision of all auxiliary staff (e.g. custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers), and cultivates a district-wide culture in which all staff take personal responsibility for keeping campuses clean, attractive, welcoming, and safe. Models this practice for others.

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Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. **Social and Emotional Well-Being**	Does not provide training, resources, or supports to administrators to cultivate learning environments that develop students' social and emotional well-being.	Encourages administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but supports are inconsistent and/or insufficient.	Provides training and supports to administrators to cultivate learning environments that develop social emotional competencies in students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).	Cultivates a districtwide commitment to developing social emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary. Models this practice for others.
II-A-3. **Student Health and Safety**	Allows disciplinary practices to vary from school to school; tolerates discipline violations, bullying, and other unsafe behaviors; and/or fails to ensure equitable decision-making policies or procedures related to student health and safety.	Encourages administrators to set high expectations for student behavior and establishes some district-wide policies and systems to support student health and safety, but allows varying standards to exist throughout the district. Does not monitor for consistency or check for implicit bias in decision-making procedures.	Sets high expectations for student behavior, and establishes district-wide routines, policies and systems that (a) foster safe and supportive school environments, and (b) prevent and address bullying and other unsafe behaviors. Regularly checks for implicit bias in decision-making procedures, and provides training for administrators to uphold these expectations.	Empowers administrators and instructional staff to set and uphold high expectations for student behavior, and ensures implementation of district-wide routines, policies, and systems that (a) foster safe and supportive school environments, (b) prevent and address bullying and other unsafe behaviors, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning. Regularly monitors for and addresses implicit bias in decision-making procedures. Models this practice for others.

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Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. **Recruitment and Hiring Strategies**	Does not successfully lead the district's recruitment and hiring process.	Oversees the district's recruitment and hiring process but does not ensure the consistent hiring of effective administrators and educators who meet the needs of the district's students.	Implements a cohesive approach to recruitment and hiring across the district; uses data to identify priority areas of need and anticipated vacancies; and involves stakeholders in the selection of school and district leaders. As a result, consistently identifies and hires effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds and identities across the Commonwealth to meet all students' needs. Supports principals to do the same.	Ensures a districtwide system for recruiting and hiring effective administrators and educators who share the district's mission and increasingly reflect the diversity in backgrounds, identities, and skills to meet the needs of the district's students. Uses data to identify priority areas of need, and proactively partners with preparation providers and other organizations to generate educator pipelines to fill vacancies as needed. Involves stakeholders in the selection of school and district leaders, and empowers principals and other faculty members to implement similarly cohesive hiring processes. Models this practice for others.

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Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. **Induction, Professional Development, and Career Growth Strategies**	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Oversees some strategies to develop and retain effective educators, including induction programming for new educators and district-wide professional development programming; however induction and/or professional learning supports are not consistently implemented, high quality, or aligned with district goals. Does not establish robust criteria for the awarding of professional status, and/or support effective administrators' and educators' career growth.	Implements a cohesive, district-wide approach to the development and retention of effective educators through comprehensive induction supports for new administrators and teachers; robust criteria for the awarding of professional status; high-quality, job-embedded professional development aligned with school and district goals; and distributed leadership opportunities to support career growth.	Facilitates the administrator team in developing and implementing a cohesive, district-wide approach to developing and retaining effective educators inclusive of comprehensive induction programming for new administrators and teachers; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; robust criteria for awarding professional status; and formalized distributed leadership and career growth opportunities. Models this practice for others.

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Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. **Time for Teaching and Learning**	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, but does not monitor or assess efficacy of these systems.	Ensures that schedules, procedures and related systems across the district maximize student access to quality instructional time and minimize school day disruptions and distractions for all school-level staff; consistently monitors the extent to which these systems are effective.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Monitors effectiveness of these systems and makes adjustments based on data. Models this practice for others.
II-C-2. **Time for Collaboration**	Sets unrealistic expectations for collaboration if at all and/or does not provide adequate meeting time for administrators to collaborate. Does not establish norms for the administrator team meetings, allowing interruptions or time-wasting activities to occur.	Sets inconsistent expectations for administrator collaboration and/or provides inadequate or unreliable meeting time for administrators to collaborate around leadership practice. Norms for collaboration are unclear and/or not consistently practiced.	Sets expectations for regular collaboration among administrators, and promotes scheduling that ensures sufficient time for collaboration within and across schools. Establishes norms for effective collaboration, and prevents or deflects activities that may interfere. Supports principals to do the same for their teachers.	Establishes a culture of collaboration among administrators that drives leadership growth and development, and ensures scheduling that maximize time for administrator collaboration within and across schools. Prevents or deflects activities that interfere with meaningful collaboration. Ensures principals are doing the same for their teachers.

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Indicator 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. **Laws and Policies**	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. **Ethical Behavior**	Demonstrates poor professional judgment, fails to adhere to district code of ethics, /or does not adequately protect administrator, student, family, or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the district's existing code of ethics; and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to do the same.	Models sound, professional judgment; adheres to district's existing code of ethics; protects administrator, student, family, and staff confidentiality appropriately; and effectively supports all staff to do the same.

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Indicator II-E. Fiscal Systems

Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. **Fiscal Systems**	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale to staff, community members, or other stakeholder groups.	Develops a budget that loosely aligns with the district's vision, mission, and goals, or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members and other stakeholder groups.	Develops a budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals and available resources, and effectively communicates budget rationale to staff, community members, and other stakeholder groups.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students; and effectively communicates budget rationale to staff, community members, and other stakeholder groups. Allocates and manages expenditures consistent with district/school-level goals; uses budget limitations to create new opportunities for improvement, when possible; and seeks alternate funding sources as needed. Models this practice for others.

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STANDARD III: Family and Community Engagement

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 school and district.

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community, but efforts are limited or insufficient.	Supports all personnel to use culturally responsive and collaborative practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Models this practice for others.
III-A-2. Community and Stakeholder Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in limited ways but lacks a strategic rationale and/or does not make efforts to increase their involvement in district effectiveness.	Establishes strategic relationships with community organizations, community members, and businesses. Engages them to maximize community involvement in district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses, and continually works to strengthen and/or expand partnerships in order to maximize involvement in district effectiveness. Empowers school leaders to do the same.

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Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. **Student Support**	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources, professional development, and related supports to enable the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Supports administrators to collaborate with families to address student needs, utilizing resources within and outside of the district.	Provides resources, professional development, and related supports that ensure the identification of each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Empowers administrators to collaborate with families to effectively address student needs and prevent further challenges. Models this practice for others.
III-B-2. **Family Support**	Does not set clear expectations or support administrators or specialized support staff to engage families in district and school-based policies, resources, and routines that support student learning and development.	Sets general expectations and provides occasional support to administrators and specialized support staff to help families (a) engage in district and school-based policies, resources, and routines, and (b) access relevant support services, but does not consistently monitor these activities to ensure that student needs are being met.	Sets clear expectations for and supports administrators and specialized support staff to help families (a) understand district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors adherence to these policies district-wide.	Empowers administrators and specialized support staff to ensure that families (a) understand and engage in district and school-based policies and resources that support student learning and development, and (b) access as needed necessary services within and outside of schools to meet students' learning needs. Monitors these processes to ensure all student needs are being met.

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Indicator III-C. Communication

Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but does not provide sufficient supports to administrators, and/or allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Sets clear expectations and supports administrators to provide regular, two-way, culturally proficient communications with families about student learning and performance. District-wide communications to families are provided in multiple formats and reflect understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable or transparent resolutions that are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district, and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

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STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support or model it.	Fosters and models a shared commitment to high standards of teaching and learning among all administrators, with high expectations for achievement for all students.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Models this practice for others.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the district.	May develop or promote core values and mission statements but fails to secure administrator commitment and/or rarely uses them to guide decision making.	Develops and secures, and/or promotes staff and community commitment to core values that drive a succinct, results-oriented mission statement and ongoing decision making.	Collaborates with staff and community members to develop and secure and/or promote core values and an aligned mission, and to use them to guide decision making. Models this practice for others.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	Leads administrator meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Regularly plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important district matters. Establishes clear norms for administrator team behavior that promote a supportive team culture.	Empowers administrators to share responsibility for leading team meetings that regularly engage participants in deliberations about important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Establishes and models behavior norms that reinforce a supportive team culture, and consistently evaluates the effectiveness of the administrator team meetings.

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Indicator IV-B. Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally responsive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural responsive learning environments and a school culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written, and verbal communication skills.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Utilizes strong interpersonal, written, and verbal communication skills to consistently and effectively communicate with stakeholders.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to district goals when communicating with others.

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Indicator IV-D. Continuous Learning

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not support administrators in these practices.	Sets expectations for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning. Encourages and models curiosity and a growth mind-set, and ensures that all administrators use data, research, and best practices to adapt practice and plan appropriate interventions to achieve improved results.	Models for administrators how to be continually reflective about their practice. Fosters curiosity and a growth mindset, and empowers administrators to use data, research, and best practices to adapt practice to achieve improved results. Regularly convenes administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings.
IV-D-2. Continuous Learning of Administrator	Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practices of the district.	Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practice to set meaningful goals and develop new approaches to improve overall district effectiveness.

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Indicator IV-E. Shared Vision

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages some administrators, staff, students, families, and community members in developing a shared educational vision focused on some aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	Continuously engages administrators, staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Models this practice for others.

Superintendent and District Administrator Rubric

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict.	Responds respectfully and appropriately to disagreement and dissent, using both as opportunities for learning, and employs a variety of strategies to resolve conflicts in a constructive manner. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning, and resolves conflicts in a constructive manner, such that all parties are able to move forward productively. Empowers and supports administrators to use these approaches in their own leadership.
IV-F-2. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Employs a variety of strategies to build consensus within the district community while maintaining a commitment to decisions that are in the best interest of all students.	Regularly achieves consensus within the school district community while maintaining a commitment to decisions that are in the best interest of all students. Models this practice for others.

The Massachusetts Model System for Educator Evaluation

Evaluating Superintendents and District-Level Administrators

August 2019

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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Contents

Overview

Purpose of this Guide

This guide supports school committees, districts and superintendents to implement the Model System for Superintendent Evaluation in accordance with the requirements set forth in the Massachusetts educator evaluation regulations (603 CMR 35.00). School committees and school districts can adopt the Model System, adapt the Model System, or revise their own evaluation system to align with the regulations. Further detail on district-level systems and structures to support the educator evaluation process can be found in the Massachusetts Educator Evaluation Framework: Overview.

This guide:

- Outlines the requirements of the regulations as well as the principles and the priorities that underlie the educator evaluation framework;

- Describes the roles, responsibilities, and process embedded in the Model System for Superintendent Evaluation; and

- Shares resources and best practices supporting effective implementation.

This guide focuses on the evaluation of superintendents and other district-level administrators. Guidance particular to implementation of this process for teachers can be found in Evaluating Teachers and Specialized Instructional Support Personnel and for principals in Evaluating the Principal and School-Level Administrators. Lessons from the field have been incorporated throughout the Model System.

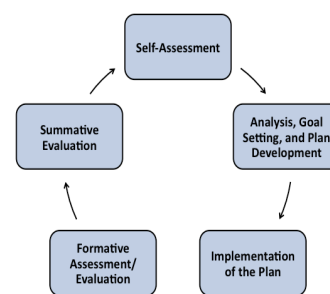This guide includes three major sections:

1. The **Overview** includes information about the Massachusetts Educator Evaluation Framework; the 5-Step Cycle for Superintendents; and considerations for Organizing the Process of superintendent evaluation;
2. The **5-Step Cycle** provides detail about each step, as well Conditions for Effective Implementation including important knowledge, capacity, systems, and recommended resources based on best practices; and
3. **Step-Specific Resources** include regulatory requirements and deeper dives into key features of the cycle, such as SMART goal setting, measures of student learning, and staff feedback.

*Note: While this guide provides sufficient information to support the evaluation of superintendents and district-level administrators, the most in-depth recommendations for a meaningful 5-Step Cycle-- applicable to *all* educators—are available in *Evaluating Teachers and Specialized Instructional Support Personnel*.

Overview

Five-Step Cycle of Continuous Improvement for Superintendents

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar[1] includes the following steps (a description of the steps in a typical two-year cycle appears as Appendix B):

Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.[2] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan.[3] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	**Step 4: Formative Assessment/Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards.

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[1] School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

[2] Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

[3] The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Organizing the Process for Superintendent Evaluation

The Massachusetts Educator Evaluation Framework applies to all educators, from teachers to school leaders to district administrators and superintendents. The superintendent is in the unique position, however, of having to be evaluated by a collective body, rather than a single evaluator, comprised of individuals from a variety of backgrounds and expertise oftentimes unrelated to education. And unlike other educators, whose performance evaluations are confidential, the superintendent's evaluation is conducted in public pursuant to open meeting laws. These factors require added attention to the process in order to ensure that the evaluation is fair and transparent. When done well, the superintendent evaluation process serves as a foundation for strategic planning within the district as a whole, a roadmap for implementation supports, and a critical mechanism for ongoing communication between the superintendent and the school committee.

> **VIDEO HIGHLIGHT**
> *Organizing the Process*
> In this video, you will learn how superintendents and school committees in five MA districts organized subcommittees, revised calendars, and maintained ongoing communication in order to promote effective evaluation cycles and focus on continuous improvement.

While the high-level process is articulated via the 5-Step Cycle, individual school committees determine the specific process by which the cycle is enacted. School committees and superintendents should put time aside at the outset of each evaluation cycle (or during Step 2 at the latest) to organize the process they will use, focusing on timelines, the number of goals and focus Indicators, forms to be used, and the criteria and process for making and reporting decisions. The recommendations that follow reflect several best practices in establishing a transparent, efficient, and fair process for evaluating the superintendent.

☐ **Timeline**, e.g.: Will this be a one-year to two-year evaluation cycle? When does the evaluation cycle start and conclude? When will the mid-cycle check-in take place? How often should the superintendent update the committee?
   - ✓ A one-year cycle for superintendents in their first three years is important; at the committee's discretion, it may be extended to two years for superintendents working under extended contracts, although annual goals are still strongly recommended.
   - ✓ At a minimum, there need to be three public meetings each year dealing with evaluation:
      - At the start, meet to establish goals and focus Indicators
      - In the middle, meet to examine progress on goals and make mid-course adjustments if needed
      - At the end, meet to assess whether goals have been achieved and performance on the related focus Indicators and determine performance ratings
   - ✓ Regardless of the number of meetings devoted formally to superintendent evaluation, both school committee members and superintendents report that ongoing, two-way communication about perceptions of the superintendent's performance and progress on goals is critical to smooth process.
   - ✓ Many committees have shifted from an evaluation cycle governed by the local election cycle to one that matches the school year cycle with goals established in late summer or very early fall and summative evaluation done in late spring or early summer.

☐ **Number of goals and focus Indicators**, e.g.: Will there be a maximum number of goals or focus Indicators? Will each goal be tied to one or more focus Indicators? Will there be any focus Indicators not associated with one or more goals?
   - ✓ Effective superintendent evaluation processes often emulate best practices for teacher and principal evaluation: each evaluation cycle focuses on a limited number of goals and a limited

number of related Indicators. In this way, the evaluation process can be supportive of the kind of attention and focus that is critical for both improvement and impact.

- ✓ Three to six goals with a total of six to eight related focus Indicators generally permits the level of focus needed yield necessary district improvement.
- ✓ Identifying at least one focus Indicator for each Standard that is aligned to a goal permits both goal progress and performance on focus Indicator(s) to inform overall performance on that Standard.
- ✓ If a concern arises during that cycle related to a different Indicator, school committee members may note it and include it as a focus Indicator for the next cycle.

VIDEO HIGHLIGHT
Putting Goals at the Center
In this video you will learn how superintendents and school committees in five MA districts have developed collaborative processes to establish and monitor goals that are meaningful, measurable, and attainable.

☐ **Forms**, e.g.: How will the superintendent report their self-assessment and proposed goals, mid-cycle goal progress, and end-of-cycle goal progress and performance on focus Indicators? How will individual committee members report their summative ratings on each Standard and overall? How will they offer written feedback beyond ratings?

- ✓ Regular reporting by the superintendent on progress on district improvement goals – as a consistent and frequent element of school committee meetings – is a common characteristic of evaluation processes reported to be both fair and useful.
- ✓ Both committee members and superintendents see value in the superintendent preparing a written end-of-cycle narrative report with links to existing documents and evidence that points committee members to relevant evidence of progress on goals and focus indicators.

☐ **Criteria for Assessing Performance**, e.g., how will school committee members and the superintendent know what evidence will be deemed sufficient to determine that a goal has been met or a priority Indicator performed at a proficient level? Do they have a shared understanding of the difference between performance at the "needs improvement," "proficient," or "exemplary" levels?

- ✓ When superintendent goals approved by the school committee include key action steps and benchmarks for both progress and outcomes, superintendents and committee members have a clearer shared picture of what it will take to agree that a goal has been achieved.
- ✓ Some committees agree in advance that when a goal is achieved, its related focus Indicator(s) will be presumed to have been performed at a proficient level; others look for additional evidence related to each focus Indicator.

VIDEO HIGHLIGHT
Deciding and Reporting Ratings
In this video you will learn how superintendents and school committees in five MA districts develop shared expectations around and clear processes for determining summative performance ratings.

☐ **Compiling ratings**, e.g.: how will individual ratings be aggregated? Will the final rating represent the predominant rating made by individual members? Will it be a mathematical average of individual ratings? Will the range of ratings be displayed? If so, how?

- ✓ Many committees report the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. However, numerical averages can be the least reflective of a superintendent's performance because outlier scores can skew the average. See "Decision-making process" below for recommendations on synthesizing ratings.

☐ **Decision-making process**, e.g.: Will individual members submit their individual ratings and comments to a designated member of the committee in advance who will compile and present a composite at a public meeting? Or will members present their individual ratings and comments publicly and then the committee as a whole deliberates and votes on the summative ratings at the same meeting? Will a designated person(s) prepare a synthesis of individual ratings for full committee review? If so, who? Will individual ratings and/or comments be presented publicly and discussed? Or will only a composite or synthesis?

     ✓ Designating a person or subcommittee to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

Subcommittees

Many school committees choose to develop an evaluation subcommittee to assume various levels of responsibility over the superintendent's evaluation. In districts with relatively large school committees, or where there are multiple school committees responsible for evaluating one superintendent, the establishment of an evaluation subcommittee can help clarify and facilitate the process of evaluating the superintendent. A subcommittee may be tasked with one or both of the following:

- Recommending the process to be used;

- Ensuring that committee members and the superintendent follow the process; and/or,

- Compiling and/or synthesizing performance ratings to share with the committee as a whole.

A subcommittee may also be charged with conducting the actual evaluation of the superintendent and making a recommendation to the committee as a whole. In this case, the subcommittee may be responsible for one or all of the following:

- Approving Goals, Focus Indicators and the Annual Plan;

- Collecting and assessing evidence related to goal progress and performance against Standards;

- Collecting, compiling and synthesizing performance ratings from individual committee members; and/or,

- Determining performance ratings to recommend to the school committee.

Considerations for Superintendents Evaluated by Multiple School Committees

School committees and superintendents need to consider how to adapt the process for superintendents who serve more than one school committee. If the goal-setting process outlined in Step 2 is completed independently by each school committee, the resulting set of goals from each committee may prove unwieldy: there may be too many goals and they may be too fragmented or disconnected. A similar problem can occur when committees establish focus Indicators and the relative weight that goal attainment will play in the evaluation process. If done separately by each committee, this process can leave the superintendent addressing competing, and possibly conflicting, priorities.

Overview

For both of these reasons, school committees and superintendent should consider establishing a process through which the committees—all members or designated members of each—meet publicly as a committee of the whole to establish the four to six goals and focus indicators that will guide the evaluation process. Some committees may conclude that it also makes sense to join together to conduct Step 5 of the process (End-of-Cycle Summative Evaluation) as well. Some committees have found merit in agreeing on a set of common goals and focus Indicators and then adding one or two that may be unique to one or a subset of the committees.

Continuous Improvement

As school committee members and/or superintendents change, it is important to provide regular opportunities to familiarize all individuals with the roles, responsibilities, and processes involved in an effective superintendent evaluation. School committees and superintendents should always conduct an (re)orientation process either before launching Step 1 of the 5-Step evaluation cycle, or at the outset of Step 2. The (re)orientation is used to (a) introduce new individuals to the process, and (b) confirm and/or adjust the process, when needed. All committee members and the superintendent can benefit from the opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved. The school committee and superintendent may also consider engaging in regular workshops (annual and/or biannual) to reflect upon and improve the process. A growing number of districts have found the workshop facilitation services of the Massachusetts Association of School Committees (MASC) related to organizing the evaluation process and goal setting instructive and helpful.

SUPERINTENDENT EVALUATION IN MASSACHUSETTS:
A 5-PART VIDEO SERIES

This series of five short videos profiles the experiences of school committees members and superintendents from five districts as they developed, implemented, and continue to refine the superintendent evaluation process. Each has gone beyond compliance to develop practical approaches that help both the school committee and superintendent focus their work on actions that can, and will, make a real difference for students.

1. *Making the Most of the Opportunity*
2. *Organizing the Process*
3. *Putting Goals at the Center*
4. *Assessing Progress and Performance*
5. *Deciding and Reporting Ratings*

Step 1: Self-Assessment

The first step of the Educator Evaluation cycle is self-assessment and goal proposal. In this step:

1. **The superintendent completes the self-assessment.**

   Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and related Indicators. The superintendent examines a wide range of evidence, including appropriate measures of student learning and feedback from school committee members. They also consult with the district's administrators and principals to determine focus areas and priorities.

2. **The superintendent identifies professional practice and student learning goals.**

   The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks related to both progress and outcome(s) that will be used to assess progress in achieving the goals.

3. **The superintendent drafts 2 to 4 district improvement goals.**

   In consultation with others, and informed by the district improvement plan, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. **The superintendent identifies six to eight Indicators from the Standards for Effective Administrative Leadership that are closely associated with the goals to serve as focus Indicators for assessing performance on Standards.**

   The superintendent reviews the rubric and identifies six to eight Indicators that will be in evidence in pursuing the student learning, professional practice and district improvement goals. The superintendent should identify at least 1 to 2 Indicators from each Standard to ensure coverage of all four Standards. Successful completion of the goals will provide much of the evidence of effective performance in the focus Indicators.

5. **The superintendent combines the goals and associated focus Indicators into a draft Superintendent's Annual Plan to propose to the school committee.**

   In addition to the professional practice, student learning, and district improvement goals, the plan includes key actions, benchmarks of progress, and sources of evidence. The focus Indicators associated with each Goal may also be articulated in the Annual Plan.

Conditions for Effective Implementation

A guiding principle of the Model System is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment process empowers superintendents to shape the initial conversation with the school committee around meaningful, actionable goals that address important needs of the district, reflect what they think their strengths are, and address the areas on which they want to focus and supports they need. When done well, a goal-driven evaluation process creates an important roadmap that everyone can follow and understand.

Aligning Calendars and Goals. In order to meaningfully center a superintendent's evaluation around individual and district-aligned goals, it is important to schedule the process accordingly. Ensuring the evaluation cycle corresponds with the work of the district facilitates more meaningful goal-setting, implementation support, progress monitoring, and summative determinations. School committees and superintendents will often launch the evaluation cycle in late summer or early fall to align to district improvement planning, engage in regular communications throughout the year to monitor implementation efforts, and conclude the evaluation cycle at the end of the school year or early summer.

Establishing the District Improvement Plan. Having a clear district improvement plan in place prior to the superintendent's self-assessment is critical in ensuring the throughline between the evaluation process and the district improvement work. While not every goal embedded within the district improvement plan will be incorporated into the superintendent's annual action plan, the superintendent should select those that are actionable, measurable, and relevant to their leadership for inclusion in the annual plan.

Step 2: Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle is goal setting and plan development. Each of the following steps takes place at a public meeting.

1. The superintendent and school committee[4] review the rubric that describes the Standards and Indicators for Effective Superintendent Practice as well as the draft goals.

The purpose of this joint review is to help the superintendent and school committee members clarify expectations; develop shared understanding of focus Indicators for the evaluation cycle; and ensure alignment between the proposed goals and focus Indicators.[5]
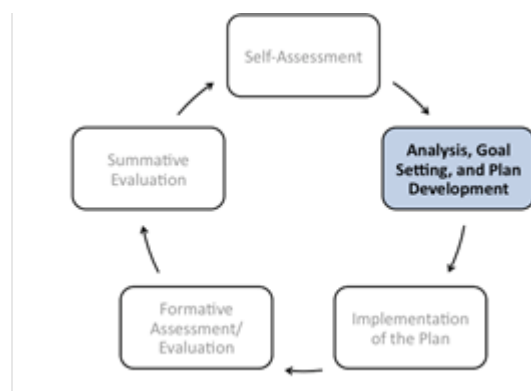
In collaboration with the superintendent, the committee asks and answers the following questions:

- Which six to eight Indicators will be a focus for the year? Which goal(s) best reflect performance in those Indicator(s)?

- Are there any Standards or Indicators that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report Form to reflect the decisions made about focus Indicators and related goals.

2. The superintendent presents the proposed annual plan to the school committee.

The superintendent meets with the school committee to present the proposed goals as well as the key actions, timelines, benchmarks of progress and outcomes, as well as sources of evidence.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals, the school committee approves the superintendent's annual plan which includes the following:

- the professional practice, student learning, and district improvement goals;

- key actions, timelines, and benchmarks of progress and outcomes;

- the evidence that will be used to monitor goal progress and determine the superintendent's performance ratings on each Standard and overall, including student learning measures and anticipated student learning gains that will be considered as evidence of the administrator's contributions towards student learning, growth, and achievement; and

- Resources and supports needed to be successful.

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[4] Depending on the structure selected by the school committee for the evaluation of the superintendent, "school committee" may also mean "subcommittee" and "school committee chair" may be "subcommittee chair."

[5] Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

Conditions for Effective Implementation

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain focus Indicators is considered significantly more important performance in others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report Form to reflect these priorities.

When making a final determination around goals, it is important for the superintendent and school committee members to consider the following:

- *Distinguishing between individual and district-wide goals.* A district's improvement plan is comprised of several goals. It is important to distinguish between goals that are specific to the individual superintendent (such as their professional practice goal) and goals that reflect a district-wide priority, and the relative weight each might have with respect to the superintendent's performance evaluation.

- *Identifying progress and outcome metrics*. Developing goals that can be assessed is critical to a meaningful evaluation of a superintendent's progress and impact. Identifying concrete progress and outcome metrics at the outset will support focused and transparent reporting throughout the year. See "Setting SMART Goals" for more information on drafting SMART Goals.

- *Connecting goals to Standards and Indicators.* Associating goals with specific Indicators from the rubric helps to ensure that the evaluation process is focused on and driven by action-oriented goal progress.

Establishing priorities among Standards. The regulations place a priority on Standard I: Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I. That said, a superintendent and school committee may identify specific focus Indicators and/or additional Standards as areas of focus depending the needs of the district.

Multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

Step 3: Plan Implementation

The third step of the evaluation cycle is Implementation of the Superintendent's Plan. For superintendents and school committees, activities in this step include:

1. The superintendent implements the plan. The superintendent, in collaboration with the school committee, implements the plan.

2. The superintendent and school committee members regularly communicate around progress on goals and share relevant evidence. Evidence should communicate progress toward professional practice, student learning, and district improvement goals, impact on student learning in relation to anticipated student learning gains on identified measures, and practice related to focus Indicators.
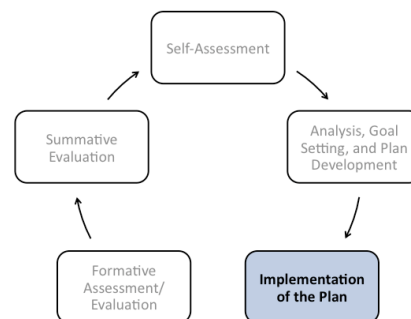
Conditions for Effective Implementation

Establishing regular communications to track progress. School committee members and the superintendent should discuss goal progress throughout the year. Incorporating progress updates into regularly scheduled public meetings allows the superintendent to keep committee members up to date on agreed upon priorities related to district improvement, student learning, and leadership development, and share relevant information and artifacts aligned to key actions and benchmarks. Regular, focused updates around goal progress also allow the superintendent and school committee to make any necessary adjustments to goals or activities, and to keep the community apprised of progress toward district improvement efforts. Regular communications around goal progress keep the evaluation process focused and help to ensure that there are no surprises at the end of the evaluation cycle.

Step 4: Formative Assessment/Evaluation

The fourth step of the educator evaluation cycle is Formative Assessment or Evaluation, which serves as a mid-cycle opportunity to take stock of progress, provide the superintendent with feedback, and make adjustments as needed. A Formative *Assessment* occurs at the midpoint of the evaluation cycle, during which evaluators assess progress toward goals and/or performance on Standards.[6] In this step:

1. **The superintendent prepares a progress report.**

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. When available, this report should include evidence of progress towards the anticipated student learning gains associated with the identified student learning measures. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

2. The school committee and superintendent review the progress report at a public meeting.

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

Conditions for Effective Implementation

Collecting and Sharing Evidence. Collecting and sharing evidence of goal progress ideally happens throughout the year, but the mid-cycle formative assessment is an opportunity to assess the evidence collected to date in accordance with what was outlined in the Superintendent's Annual Plan, as well as the three types of evidence required in the regulations:

- Multiple measures of student learning, growth, and achievement;

- Judgments based on observations and artifacts of professional practice, including observations of practice; and

- Additional evidence relevant to one or more Performance Standards, including feedback from staff.

Sharing evidence of goal progress and performance related to focus Indicators with school committee members on a regular basis helps the superintendent establish a comprehensive picture of practice that

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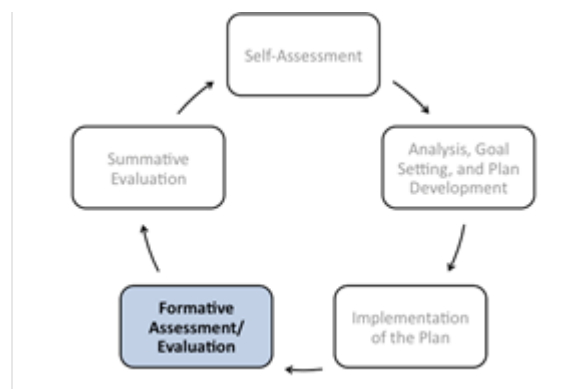
[6] Formative ratings on each Standard and overall are only required for superintendents on 2-year self-directed growth plans and may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise. This acknowledges the expertise of experienced, proficient superintendents and eases the burden of developing *new* ratings at the Formative Evaluation stage unless absolutely necessary.

reflects evidence from each of the three categories. Examples of the evidence that may be most useful for superintendents and/or committee members may include:

- School committee agendas, reports, and minutes

- Observations of the superintendent "in action" at school committee meetings, in forums with parents, at meetings with municipal officials, and in community events

- Student outcome data from statewide, common, and/or classroom assessments (more information on student learning measures is available here)

- Budget presentations and reports

- Samples of newsletters, local media presentations, and other community awareness and outreach efforts

- District and school improvement plans

- Recruitment, hiring, and retention analyses

- External reviews and audits

- Superintendent's analysis of professional practice and student learning goals

- Superintendent's reflection on staff feedback

- Samples of leadership team agendas

- Reports about student and staff performance

Important Note: Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

Step 5: Summative Evaluation

The final step of the cycle is the Summative Evaluation. In this step:

1. The superintendent submits an End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.

The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.

2. Each committee member reviews the evidence and report prepared by the superintendent.

School committee members review the report, alongside any other relevant evidence, for the purpose of arriving at an assessment of progress on goals, a rating of the superintendent's performance on each of the Standards based on progress on goals and the focus Indicators related to that Standard, and an overall rating of the superintendent's performance.

3. The school committee chair drafts a Summative Evaluation Report.

The school committee chair compiles the Summative Evaluation Reports prepared by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report.

The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing the superintendent with valuable information as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.
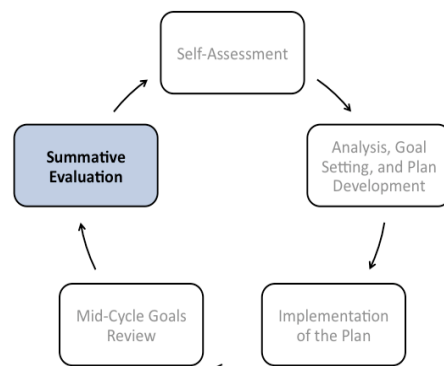
Conditions for Effective Implementation

Sufficient evidence collection. At this stage, a school committee should have multiple data points for each Standard and focus Indicator, including multiple measures of student learning, evidence of the superintendent's practice (including artifacts and observations), feedback from staff, and other evidence related to performance Standards as determined at the outset of the evaluation cycle.

The Role of the End-of-Cycle Summative Evaluation Report. The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and align each to focus Indicators from the four Standards of performance.

- The superintendent and/or chair annotate the Summative Evaluation Report to reflect goals, Standards, and focus Indicators which may be considered priorities by the School Committee.

- Individual committee members use it to complete their individual Summative Evaluation Reports.

- The school committee chair or designee uses it to draft a composite Summative Evaluation Report

- The school committee chair or designee record the Summative Evaluation Report adopted by the school committee.

In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

Evidence-Based Performance Ratings. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for a superintendent. That said, a holistic approach to evaluation does not equate to a "black box" from which school committee members can determine a performance rating. Members must adhere to the process articulated at the outset of the evaluation (see Organizing the Process), and use the evidence collected and presented to drive their assessment of administrator's practice.

Regular collaboration and calibration with committee members and the superintendent around expectations of effective leadership practice is also critical to ensuring that evidence-based performance assessments are reinforcing a shared vision of effective leadership.

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the next evaluation cycle. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.

Deep Dives

- **Setting S.M.A.R.T. Goals**

- **Student Learning Measures & Anticipated Student Gains**

- **Student & Staff Feedback**

Deep Dive: Setting S.M.A.R.T. Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This S.M.A.R.T. Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	**S**pecific and **S**trategic
M	=	**M**easurable
A	=	**A**ction Oriented
R	=	**R**igorous, **R**ealistic, and **R**esults-Focused (the 3 Rs)
T	=	**T**imed and **T**racked

Goals with an action plan and benchmarks that have these characteristics are S.M.A.R.T.

A practical example some of us have experienced in our personal lives can make clear how this S.M.A.R.T. goal framework can help turn hopes into actions that have results.

First, an example of *not* being S.M.A.R.T. with goals: *I will lose weight and get in condition.*

Getting S.M.A.R.T.er: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's **S**pecific and Strategic	= 10 pounds, 1 mile
It's **M**easurable	= pounds, miles
It's **A**ction-oriented	= lose, run
It's got the 3 **R**s	= weight loss and running distance
It's **T**imed	= 10 weeks

S.M.A.R.T. enough: To make the goal really S.M.A.R.T., though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.

- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

Deep Dive: Setting S.M.A.R.T. Goals

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise

- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

Below are more details on the characteristics of S.M.A.R.T. goals as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Deep Dive: Student Learning Measures & Anticipated Student Gains

Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For district administrators, evidence of their impact on student learning informs their performance rating for Standard I: Instructional Leadership (Indicator I-F: Student Learning). Evaluators and administrators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for the administrator is the first step. Evidence from the following types of assessments may be used to inform an administrator's evaluation:

- For administrators with direct responsibility for overseeing instruction of academic content assessed by statewide testing, **statewide student growth measures** must be one of the measures used to determine impact on student learning.

- Administrators with direct responsibility for overseeing instruction of academic content in non-tested grades and subjects should use **common assessments** that are used across the district or multiple classrooms. Common assessments may be measures of learning, growth, or achievement. They should be comparable within grades or subjects and aligned to the MA Curriculum Frameworks or other relevant frameworks.

- Where no common assessments are available, they should use data from **classroom assessments** as evidence of impact on student learning.

- For administrators whose role and/or key responsibilities are not directly related to the instruction of students, direct measures may focus on social, emotional, behavioral, or skill development. Indirect measures of impact may also be most appropriate, such as a measure related to student suspension or chronic absenteeism rates. Many administrators may use an indirect measure of student learning along with other direct measures.

Each type of assessment provides unique information that administrators can use to improve leadership practice and evaluators can use to provide administrators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Anticipated student learning gains are expectations for student performance established during the development of the educator plan for each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when administrators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and administrator examine when considering the administrator's impact on student learning. Administrators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- **DESE determines anticipated student learning gains for statewide growth measures**. Evaluators must consider student growth percentiles (SGP) for educators who have 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

Deep Dive: Student Learning Measures & Anticipated Student Gains

- **Districts are responsible for determining anticipated student learning gains for common assessments**. These anticipated student learning gains should be consistent across the district.

- When classroom assessments or indirect measures are used as evidence of an administrator's impact on students, **the educator and the evaluator should agree upon the anticipated learning gains**.

  - More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's Educator Evaluation website.

Deep Dive: Staff and Student Feedback

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required type of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator's practice.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. Educators may incorporate student and/or staff feedback into the evaluation process at any point in time, including the self-assessment and goal-setting phase, or via reflection and analysis at the formative or summative phase. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to utilize district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be aligned to one or more MA Standards and Indicators for Effective Teaching Practice or Administrative Leadership so that it yields information that is relevant to an educator's practice.

- Feedback should be informative and actionable.

- Instruments must be accessible to all potential respondents so that the information they provide allows educators to draw valid conclusions.

Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how staff feedback informs an administrator's Summative Performance Rating. Staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

Deep Dive: Staff and Student Feedback
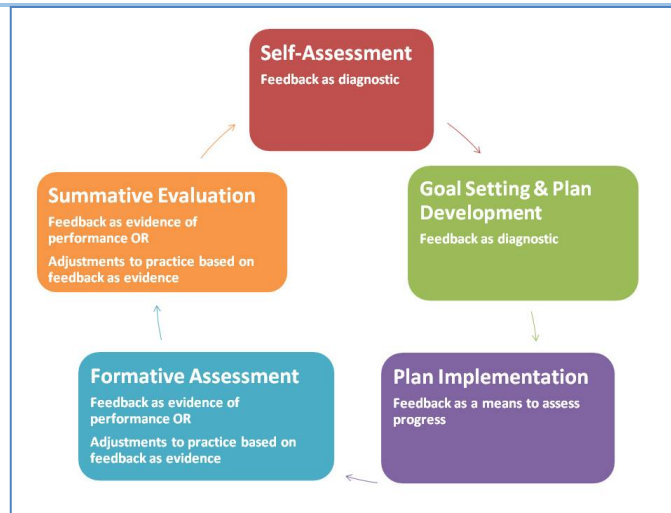
The most meaningful and actionable ways an administrator may incorporate staff *or* student feedback into the evaluation cycle is through their self-assessment, as a tool to shape his or her goal-setting process, and/or as a means to demonstrate changes in leadership practice over time.

A.   Key Messages

- **Feedback should be meaningful and actionable.**

- **Feedback collection tools can take many forms (not just surveys).**

- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**

- **There are no weights or formulas associated with feedback.**

DESE's Model Feedback Surveys
DESE's model feedback surveys are designed to assist districts in this work. Student feedback surveys for classroom teachers are available for grades 3-12 in standard, short, and mini forms. Staff surveys for school-level administrators are available in standard and short forms. The staff surveys may be modified for use by district-level administrators, including a superintendent.

The surveys were designed in accordance with the same key principles of effective feedback outlined above and give districts a feasible, sustainable, cost effective tools for educator to use. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

More information on student and staff feedback in educator evaluation, including examples of feedback methods and uses, is available on DESE's Staff and Student Feedback webpage.

Appendices

Appendix A: The MA Educator Evaluation Framework

Educator Evaluation is designed to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability (603 CMR 35.00).

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals, in turn, apply the framework when they evaluate teachers, SISP, and school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective administrative leadership and teaching practice looks like.[7] Each Standard is broken down into 3-6 core Indicators.

Standards for Administrators	**Standards for Teachers**
Instructional Leadership	*Curriculum, Planning and Assessment*
Management and Operations	*Teaching All Students*
Family and Community Engagement	*Family and Community Engagement*
Professional Culture	*Professional Culture*

2. **Role-specific rubrics define the Standards and Indicators.** The Standards and Indicators are "translated" into rubrics that describe practice in detail at different levels of proficiency (603 CMR 35.06). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator[8] is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They prompt careful analysis and foster constructive dialogue about those expectations and how to improve practice. Detailed information about rubrics can be found in the Guide to Model Evaluation Rubrics.

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence (603 CMR 35.07(1)):

   Multiple measures of student learning, growth, and achievement, including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

   Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and

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[7] The regulations define the Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice (603 CMR 35.03 and 603 CMR 35.04).

[8] The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

    Additional evidence relevant to one or more Performance Standards, including student feedback as a source of evidence when evaluating teachers, and staff feedback as a source of evidence when evaluating administrators ([603 CMR 35.07(1)](#)).

4. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each rating has a specific meaning:

   - *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance that is of such a high level that it could serve as a model.

   - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.

   - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

   - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

5. **Four Educator Plans.** The regulations define four different Educator Plans differentiated for educators by both career stage and performance. The following three plans apply only to "experienced" educators (defined as a teacher with Professional Teacher Status (PTS)) or administrators with more than three years in an administrative position in the school district:

   - The *Self-Directed Growth Plan* applies to experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

   - The *Directed Growth Plan* applies to experienced educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.

   - The *Improvement Plan* applies to experienced educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.

   - The *Developing Educator Plan* applies to teachers without PTS, an administrator in the first three years in a district, or an educator in a new assignment (at the discretion of an evaluator). This plan is developed by the educator and the evaluator and is for one school year or less.

     o New educators are automatically placed on Developing Educator Plans, independent of their performance rating, in recognition of their initial growth and development within a new role.

6. **Five-Step Evaluation Cycle.** The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. Every evaluation begins with a Self-Assessment and concludes with a Summative Evaluation. It is a continuous improvement process in which evidence from the Summative Evaluation becomes important information for the educator's next Self-Assessment and subsequent goal setting.

Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:

Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators.[9] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan.[10] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	**Step 4: Formative Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

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[9] Per Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation must take place in a public meeting.

[10] The Superintendent's Two-Year Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's two-year plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient, Exemplary, Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.

- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.

- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.

- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____ _____ _____

Evaluator: _____ _____ _____

| | **Name** | **Signature** | **Date** |

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

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

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

☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Exemplary**

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	☐	☐	☐	☐

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

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

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

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

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

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture 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.	☐	☐	☐	☐

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

Appendix D: Sample District and Superintendent SMART Goals

Please note that these goals are not yet "SMART" because they do not have key actions and progress or outcome benchmarks attached to them that will make clear how they will be accomplished and measured.

District Improvement Goals

Goal 1: Professional Learning Communities. By June 20__, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: Social Emotional Learning. By June 20__, the district will have adopted a SEL framework, piloted programming in at least three grades, and implemented professional development that teachers report is relevant and useful.

Goal 3: Student-Centered Learning. By June 20__, at least 20% of 9th and 10th grade students will have completed at least one project based learning experience that they report was challenging and stimulating.

Goal 4: College & Career Readiness. By June 20__, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: Goal Setting. By December 1, 20__, all principals and department heads will be pursuing a school or district improvement goal that has all of the attributes of a SMART goal including progress and outcome benchmarks

Student Learning

Goal 1: Achievement Gap. By September 20__, the gap in math achievement between white students and students of color as evidenced by the percentage of students earning proficient scores in the mathematics MCAS will be reduced by __ percent

Goal 2: College Readiness. By June 20__, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

Goal 3: Student Growth. The median MCAS Student Growth Percentile (SGP) score in 20__ for mathematics will increase by __ percent in at least four of six grade levels.

Educator's Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: School Visits. I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

Goal 3: Assessing Teaching Practice. I will improve my skills at debriefing classroom observations done jointly with principals by including my assistant superintendent and a content specialist in at least one quarter of my classroom observations and follow-up debriefs with principals.

Appendix E: What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.[11] The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written ***Entry Plan***, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.

2. By February, complete and present a ***Report of Entry Findings*** that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).

2. Strategy Development process launched (process).

3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders) demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. By October 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.

2. By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.

3. By late spring, conduct at least three school visits to each school .[12]

4. By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

1. Completed Educator Evaluation Plans (process).

2. Log or notes demonstrating at least three visits per school (process).

3. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend eight day-long sessions.

2. Complete all NSIP assignments.

3. Meet with assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).

2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

Appendix F: How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a superintendent's contract, a school committee may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator's professional competency.

3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee's job performance merits a bonus or salary increase, must be conducted in open session.

Appendix G: What's Required in the Regulations

Step 1: Self-Assessment

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include

  - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and

  - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator's responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Step 2: Goal Setting & Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per 603 CMR 35.06(3).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plan. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)
  This plan is for an administrator with less than three years of experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion of the evaluator). This plan is for one school year or less.

- **Self-Directed Growth Plan** (developed by the educator)

This plan is for an "experienced" educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous Summative Evaluation. Evaluators will apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- **Directed Growth Plan** (developed by the educator and the evaluator)
  This plan is for an experienced educator rated as Needs Improvement on the previous Summative Evaluation. This plan is for one school year or less.

- **Improvement Plan** (developed by the evaluator)
  This plan is for an experienced educator rated as Unsatisfactory on the previous Summative Evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

Step 3: Plan Implementation

The regulations on educator evaluation require the following **categories of evidence** to be used in evaluating each educator as per 603 CMR 35.07:

For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;

2. Measures of student progress on learning goals set between the educator and evaluator for the school year;

3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment.

4. Common assessments of student learning, growth, and achievement.

For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement are set by the district.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:

   a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;

   b. Evidence of active outreach to and ongoing engagement with families.

2. Student feedback (with respect to teachers and support personnel) collected by the district.

3. Staff feedback (with respect to administrators) collected by the district.

4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.

5. Any other relevant evidence from any source that the evaluator shares with the educator.

Step 4: Formative Assessment/Evaluation

Appendices

The educator evaluation regulations require every educator to have a Formative Assessment or a Formative Evaluation. The regulations differentiate between a "Formative Assessment" and a "Formative Evaluation" (as per 603 CMR 35.02 and 35.06(5)) in the following way:

- A **Formative Assessment** is the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance Standards, or both. While Formative Assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.

- A **Formative Evaluation** is an evaluation at the end of year one for educators on two-year Self-Directed Growth Plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance Standards, or both.

  - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last Summative Evaluation) will maintain the same overall rating in the subsequent Formative Evaluation, unless there is evidence of a significant change in performance.

In rating educators on Performance Standards for the purposes of Formative Assessment or Formative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the Formative Assessment or evaluation.

Changing the Plan. If an educator receives performance ratings during the Formative Assessment or Formative Evaluation that differ from the most recent Summative Performance Ratings, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

Minimum standards for Proficiency. The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Administrators must be rated Proficient or Exemplary in Standard I: Instructional Leadership to be eligible for an overall Proficient rating.

Step 5: Summative Evaluation

Every educator has a Summative Evaluation per 603 CMR 35.06. The Summative Evaluation is used to arrive at a rating on each Standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on performance Standards for the purposes of Summative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in 604 CMR 35.04.

- The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a Summative Evaluation rating.

- Evidence and professional judgment shall inform the evaluator's rating of performance standards and the overall rating.

Educators have the opportunity to respond to the Summative Evaluation in writing.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____

Evaluator: _____

Name	Signature	Date
_____	_____	_____

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

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient* practice is understood to be fully satisfactory. **This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

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: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary, Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership 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.	☐	☐	☐	☐

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

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

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

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

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

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

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

Superintendent's Performance Rating for Standard IV: Professional Culture

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture 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.	☐	☐	☐	☐

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