

Superintendent’s Performance Goals and End-of- Cycle Summative Evaluation Report: Superintendent



**End-of-Cycle Summative Evaluation Report: Superintendent**

**Superintendent:** Kathleen Bodie, Ed.D. \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Due 10/2018**  
**Report out on 11/15/2018**

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

**Step 1: Assess Progress Toward Goals (Complete page 3 first; circle 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.)**

**Indicators**

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

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

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

# End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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**Step 5: Add Evaluator Comments: School Committee opportunity to comment on attainment of District Goals**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

**Comments:**

# Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>	Visit each school a minimum of three times between 9/17 & 6/18, including meeting with the principal and classroom walk-throughs.					
1	<p><b>Key Actions:</b></p> <ol style="list-style-type: none"> <li>Schedule school visits in my calendar with sufficient time to meet with the principal and visit classrooms and/or observe meetings.</li> <li>Keep a log of visits with general notes on the focus of conversations and file any artifacts, if any, from each visit.</li> </ol> <p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>Calendar will show schedule and time of each visit.</li> <li>School visit log will provide general notes on the focus of each school visit.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>	Oversee the development of a plan for the Gibbs School for curriculum, operations, scheduling, and culture to be completed in June 2018.					

<p style="text-align: center;">2</p>	<p><b><i>Actions in 2017-2018:</i></b></p> <ol style="list-style-type: none"> <li>1. A mission statement for the Gibbs School will be developed with input from all stakeholders.</li> <li>2. The Planning Committee and subcommittees will meet for a total of 12 hours over the summer 2017. Progress on work will be shared regularly with the Superintendent for feedback and approval. All aspects of the plan will require the final approval of the Superintendent.</li> <li>3. Four days of responsive classroom professional development will be scheduled during the 2017-2018 school year for all sixth grade teachers and specialists who will move to the Gibbs School in 2018. The learnings from these sessions will help inform and refine the plan for the school, as well as provide a common language and instructional tools for developing a welcoming learning environment in which all students feel they belong to the school community.</li> <li>4. The evening information sessions will be scheduled by September 30, 2017. The date and time for each event will be sent to parents with ample notice. Feedback from these sessions will be communicated to the Planning Committee.</li> <li>5. The School Committee will periodically be informed of aspects of the plan, as well as be apprised of construction news.</li> <li>6. Time on early release days will be provided for the on-going work of the Planning Committee.</li> <li>7. Outside professional development assistance, particularly in the areas of project-based learning and social emotional support programs, will be provided to the Planning Committee as needed.</li> <li>8. The School Committee will receive a report of the solicited feedback collected from parents and community members who attended the information sessions.</li> </ol> <p><b><i>Evidence of Success:</i></b></p> <p>A comprehensive report on the plan for the Gibbs School relative to the three areas of focus will be at least in draft form by June 2018. Further refinement of the plan may continue during the summer 2018. A final plan for the opening of school in September 2018 will be completed by August 2018. The plan will be shared with the School Committee, all teachers and staff of the Gibbs School and parents and community members.</p>					
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<b>District Improvement</b>	<b>Resources, Infrastructure and Educational Environment</b>					
<b>3</b>	<p>3.1 Complete the schematic and constructions plans for the six-classroom addition for the Hardy Elementary School for opening in September 2018.</p> <p>3.2 Complete the schematic and constructions plans and renovation of the Gibbs Middle School for opening in September 2018.</p> <p>3.3 Open the new six classroom addition at the Thompson Elementary School in September 2017.</p> <p>3.4 Develop a space use reconfiguration plan for the Ottoson Middle School in preparation for the sixth grade moving to the Gibbs School in September 2018. Report to the School Committee by March 1, 2018.</p> <p>Evidence of success 3.1 – 3.3:</p> <ul style="list-style-type: none"> <li>Regular reports on building construction projects at 2017-2018 School Committee meetings.</li> </ul> <p>Evidence of success 3.4:</p> <ul style="list-style-type: none"> <li>OMS reconfiguration plan presented to the School Committee in March 1, 2018.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

*Check one box for each indicator and circle the overall standard rating.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> <i>(Circle one.)</i>	<ul style="list-style-type: none"> <li>Evidence, including standardized test scores, of the progress the district has made in closing the academic achievement gap in the Arlington Public Schools.</li> <li>Report of the District's work to further the growth of personalized learning in grades K-12 in Arlington.</li> <li>Report on the academic plan for the Gibbs School.</li> </ul>
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

**Examples of evidence superintendent might provide:**

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p><b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard II (Circle one.)</b>	<ul style="list-style-type: none"> <li>• Superintendent's budget and Town Meeting report.</li> <li>• Reports on the progress of building projects.</li> <li>• Summary of District's safety protocols, including schedule of safety drills and health protocols.</li> </ul>
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

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

**Examples of evidence superintendent might provide:**

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

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





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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard III</b> (Circle one.)	<ul style="list-style-type: none"> <li>Schedule of workshops for parents sponsored by the district, including Community Education.</li> <li>Schedule of parent forums for the High School and Gibbs School projects.</li> <li>Expanded district metrics on the district dashboard from those created in 2016-2017.</li> </ul>
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

**Examples of evidence superintendent might provide:**

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

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Overall Rating for Standard IV</b> ( Circle one . )</p>	<ul style="list-style-type: none"> <li>• Written summary of the cultural competency professional development provided to administrators and teachers.</li> <li>• Any and all communication, written and oral, by the Superintendent, including newsletters, memo, the budget presentation to Town Meeting, and any report associated with building and other projects.</li> <li>• Log of meetings scheduled with the AEA President, the Superintendent's Teacher Advisory Committee and the with AEA representatives to collaboratively discuss and work through issues of mutual interest as part of the negotiation process.</li> </ul>
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

**Examples of evidence superintendent might provide:**

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

Approved and adopted by the Arlington School Committee  
September 13, 2013

