

# End-of-Cycle Summative Evaluation Report: Superintendent

## Summary Page

**Superintendent:** Pamela R.H. Angelakis **AUGUST 2016**  
NAME SIGNATURE DATE

**Evaluator:** Ted Difano DATE  
NAME SIGNATURE DATE

**STEP 1: Progress Toward Goals - Complete pages 7 & 8 first: check one for each set of goal(s).**

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice Goal(s)</b>			X		
<b>Student Learning Goal(s)</b>			X		
<b>District Improvement Goal(s)</b>					X
<b>Other Goal(s)</b>				X	

**STEP 2: Performance on Standards - Complete pages 3-6 first: check one box to summarize 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. 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	Developing	Proficient*	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture			X	

\*for the level of experience attained

**STEP 3: Rate Overall Summative Performance**

*Based on Performance on Goals (Step 1) & Standards (Step 2) ratings. Check one box.*

Unsatisfactory   
  Developing   
  Proficient\*   
  Exemplary

**STEP 4: Rate Impact on Student Learning - Check one box.**

Low   
  Moderate   
  High

**STEP 5: Add Evaluator Comments:**

*Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Developing, or Unsatisfactory or a Student Impact Rating of High or Low.*

**Comments:**

## Superintendent Performance Rating for Standards

### Superintendent Performance 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard I that your committee has identified in the Superintendent Evaluation document here.

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

	Unsatisfactory	Developing	Proficient*	Exemplary
<b>I-B-1 Instructional Practices:</b> While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. <b>(SLG, Technology)</b>			✓	
<b>I-D-1 Educator Goals:</b> Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. <b>(SLG)</b>			/	
<b>I-D-2 Observations and Feedback:</b> Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient. <b>(SLG)</b>			/	
<b>1-D-3 Ratings:</b> Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings. <b>(SLG)</b>			/	
<b>1-D-4 Alignment Review:</b> Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review. <b>(SLG)</b>			/	
<b>I-E-2 School and District Goals:</b> Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals. <b>(Professional Practice, Technology)</b>			/	
<b>1-E-3 Improvement of Performance, Effectiveness, and Learning:</b> Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. <b>(Technology)</b>			/	
<b>Overall Rating for Standard I:</b>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

## Superintendent Performance Rating for Standards

### Superintendent Performance Rating for 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.

	Unsatisfactory	Developing	Proficient*	Exemplary
<p>Insert the "Proficient" description from the Elements and/or Indicators for Standard II that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.</p>				
<p><b>II-A-2 Operational Systems:</b> Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. <b>(Professional Practice, Technology)</b></p>			✓	
<p><b>II-A-3 Student Safety, Health and Social Emotional Needs:</b> Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. <b>(SLG)</b></p>			✓	
<p><b>II-B-2 Induction, Professional Development, and Career Growth Strategies:</b> Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development. <b>(SLG)</b></p>			✓	
<p><b>Overall Rating for Standard II:</b></p> <p style="text-align: center;"> <span style="margin-right: 40px;">Unsatisfactory</span> <span style="margin-right: 40px;">Developing</span> <span style="margin-right: 40px; border: 1px solid black; border-radius: 50%; padding: 2px;">Proficient*</span> <span>Exemplary</span> </p>				

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

## Superintendent Performance Rating for Standards

### Superintendent Performance Rating for 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.

	Unsatisfactory	Developing	Proficient*	Exemplary
<p>Insert the "Proficient" description from the Elements and/or Indicators for Standard III that your committee has identified in the Superintendent Evaluation document here.</p> <p>Check one box for each indicator and circle the overall standard rating.</p>				
<p><b>III-A-1 Family Engagement:</b> Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. <b>(Professional Practice, Communication)</b></p>			/	
<p><b>III-A-2 Community and Business Engagement:</b> Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. <b>(Communication, Technology)</b></p>			/	
<p><b>III-B-1 Student Support:</b> Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district. <b>(SLG)</b></p>			/	
<p><b>III-C-1 Two-way Communication:</b> Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions. <b>(Professional Practice, SLG, Communication)</b></p>			/	
<p><b>III-C-2 Culturally Proficient Communication:</b> Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values. <b>(SLG)</b></p>			/	
<p><b>III-D-1 Family Concerns:</b> Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students. <b>(Professional Practice)</b></p>			/	
<p><b>Overall Rating for Standard III:</b></p> <p style="text-align: center;"> <span style="margin-right: 40px;">Unsatisfactory</span> <span style="margin-right: 40px;">Developing</span> <span style="margin-right: 40px; border: 1px solid black; border-radius: 50%; padding: 2px;">Proficient*</span> <span style="margin-right: 40px;">Exemplary</span> </p>				

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

## Superintendent Performance Rating for Standards

### Superintendent Performance Rating for 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard IV that your committee has identified in the Superintendent Evaluation document here.

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

	Unsatisfactory	Developing	Proficient*	Exemplary
<b>IV-A-1 Commitment to High Standards:</b> Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. <b>(PPG, SLG, Technology)</b>			✓	
<b>IV-A-2 Mission and Core Values:</b> Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. <b>(PPG, SLG)</b>			/	
<b>IV-A-3: Meetings:</b> 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. Establishes clear norms for administrator team behavior. <b>(Professional Practice, SLG)</b>			/	
<b>IV-C-1 Communication Skills:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <b>(Communication)</b>			/	
<b>IV-E-1 Shared Vision Development:</b> At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. <b>(PPG)</b>			/	
<b>IV-F-3 Consensus Building:</b> Builds consensus within the school district community around critical school decisions, employing a variety of strategies. <b>(Technology)</b>			/	
<b>Overall Rating for Standard IV:</b>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

## 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.

		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)						
1	<b>New Superintendent Induction Program (NSIP)</b> Develop skills in strategy development, data analysis, and instructional leadership by completing the second year of the NSIP, In addition, attendance at the monthly round table meetings with colleagues on the North Shore Superintendent's Roundtable (NSSRT) Meetings for continued professional growth.			✓	✓	
1A						
Student Learning Goal(s)						
2	<b>Calibrated High Quality Educator Evaluation</b> By June 2016, principals' and district administrators' ratings of classroom instruction will reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement. This year's visits will focus on the areas of balanced literacy in K-6 as well as the Science Model Curriculum Units and development K-12.				✓	
2A						
District Improvement Goal(s)						
3	<b>Effective Communication – Schools, Homes, and Community</b> By June 2016, the Superintendent will implement communications strategies to improve internal and external communication in order to promote Swampscott as a professional, responsive, and well-managed district dedicate to student achievement.				✓	
3A	<b>Integrate technology effectively to enhance teaching and learning for all students.</b> By April 2016, a 5-Year Technology Plan for the Swampscott Public Schools will be developed with long range needs articulated.					
3B	continuation on 1 3A offline comments litigation					

**Superintendent's Performance Goals (CON'T)**

Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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District Improvement Goal(s) - Continued				
3C				
3D				
Other Goal(s)				