

MAKING THE SUPERINTENDENT EVALUATION MEANINGFUL

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

Professional Practice Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

	U	NI	P	E
<i>Unsatisfactory</i> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i> , or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. [U]				
<i>Needs Improvement/Developing</i> = 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. [NI]				
<i>Proficient</i> = <i>Proficient</i> practice is understood to be fully satisfactory. This is the rigorous expected level of performance. [P]				
<i>Exemplary</i> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide. [E]				
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Dr. Julie Hackett, Lexington Superintendent
Sara Culbertson, Lexington School Committee

Karen Crebase, Hopedale Superintendent
Alysia Butler, Hopedale School Committee



AGENDA

- 01. Introduction
- 02. The process
- 03. Goals
- 04. Let's Talk
- 05. Closing





Dr. Julie Hackett, Lexington
Superintendent



Alysia Butler, Hopedale School
Committee



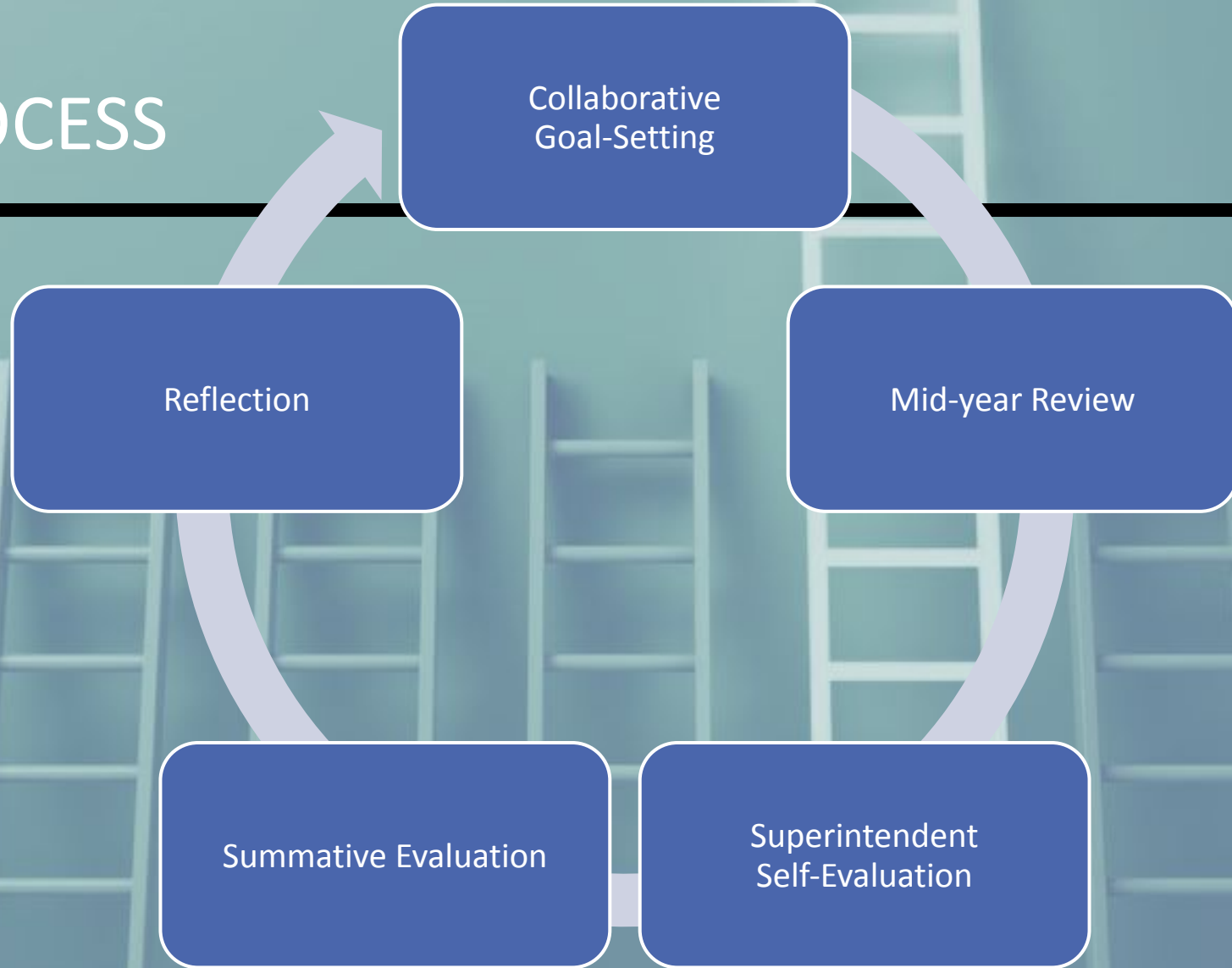
Sara Cuthbertson, Lexington
School Committee



Karen Crebase, Hopedale
Superintendent

INTRODUCTION

THE PROCESS



GOALS – HOPEDALE SCHOOL DISTRICT

2023-24



District Strategic Objective

Ensure academic growth and acquisition of skills to ensure recovery and progress for every student after the pandemic of 2020.



Superintendent's Goal

Goal 2: Student Learning

Focus on year two of curriculum mapping, development, and improvement of lesson plans and units. By working with Administrators, Department Heads, Grade Level Leaders, and Curriculum Leaders, I will ensure we focus on curriculum development, revision, and improvement.

GOALS – HOPEDALE SCHOOL DISTRICT

2023-24



Superintendent's Mid Year Progress Report

Goal 2: Student Learning

Focus on year two of curriculum mapping, development, and improvement of lesson plans and units. By working with Administrators, Department Heads, Grade Level Leaders, and Curriculum Leaders, I will ensure we focus on curriculum development, revision, and improvement.

Goal 2: Progress

- Provide summer curriculum writing opportunities
 - Provided staff with the application to complete summer curriculum work
 - Reviewed applications and approved submissions
 - Reviewed submission of summer curriculum work
 - Provided School Committee with an overview of summer curriculum work in the August 29th School Committee Packet
- Utilize Curriculum Council meetings, faculty meetings, early release, department meetings, and leadership meeting to focus on curriculum development and revision
 - Utilized 9.27.23 and 12.17.24 Curriculum Council meetings for curriculum mapping work, discussion, and review
 - Ongoing use of faculty meetings, early release time, department meetings, and leadership meetings for curriculum work
- Ensure that all instructional staff design effective and rigorous standards-based curriculum maps
- Ensure that curriculum maps reflect high expectations regarding content (with focus on well developed “Enduring Understandings” and “Essential Questions”)
- Ensure that curriculum maps have activities that engage all students
- Ensure that curriculum maps reflect practices in all settings that are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
 - For all of the previous bullets, I regularly review mapping progress within Aspen
 - See Appendix F and Appendix G-these are samples of the manner in which I review progress of curriculum mapping. Appendix F is a sample of JSHS progress and shows an example of the overview document page. Appendix G is a sample of an elementary progress and shows an example of the mapping stages.

GOALS – HOPEDALE SCHOOL DISTRICT

2023-24



School Committee Evaluation

2023-2024 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:

As you can see through the comments throughout the evaluation, Superintendent Crebase is an exceptional leader and runs the district in accordance. She is welcoming and inclusive and the Hopedale Community better for having her here as a leader. She is extremely organized and diligent in maintaining a responsible and balanced budget. In addition, she is committed to having a policy directory that is based on law and adjusted to Hopedale as a unique district. She is an excellent communicator with high integrity and a desire to achieve a high-level learning atmosphere. My only criticism, I believe that Superintendent Crebase can also find a way to achieve that same desire and attitude throughout all schools and more specifically, all personnel.

Superintendent Crebase has led the district again in an exemplary manner. We were coming off the heels of a difficult budget fight that thankfully resulted in an override to support our town and school budgets. While we could have rested there, Superintendent Crebase's work was instrumental in the Junior/Senior High School's designation as a National Blue Ribbon School. Our students thrive under her leadership and she is once again seen as the leader amongst leaders within our town. She has garnered the respect of not just the town of Hopedale, but is a leader amongst superintendents in the state and the country. Fred Rogers once said "We live in a world in which we need to share responsibility. It's easy to say 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes." Superintendent Crebase is one of those people who see the need and respond. We are lucky to have her here in Hopedale.

Superintendent Crebase is a leader in the town for collaboration and efforts to work with the town in order to move things forward. She is almost always following other community meetings in order to keep a pulse on other town boards. Superintendent Crebase set goals for students and the district and makes every effort to make sure these goals are met and/or exceeded.

Karen is an intelligent and composed leader. She is an asset to the school district, as well as the town. She has an open dialogue with many of the other department heads and is always looking for ways to better work together with them. She has helped set the standard in the district and being awarded the Blue Ribbon Award at the Jr./Sr. High School is a great example of her impact on our schools. She leads by example is always available if anyone has questions or concerns. Not only do the families of our school community know her, the children do as well. She attends as many school activities as she can with her busy schedule, from BBC to Memorial to the Jr/Sr HS. She is approachable and welcoming to everyone.

GOALS – LEXINGTON PUBLIC SCHOOLS 2023-25



District Strategic Objective

GOAL 3: CULTIVATE STUDENT AGENCY

Cultivate student agency and a sense of self-efficacy by ensuring that all our PK-12 students’ educational experiences place them at the center of their learning; consistently revisit our curriculum, instruction, assessment, and professional learning practices to (1) ensure relevancy and student voice; (2) to teach students to set their own meaningful goals; (3) to value productive struggle as they work toward them; and (4) to reflect and monitor their progress toward attaining those goals.



Superintendent-School Committee Collaborative Goals

District and Student Learning Goals	
<p>2 (District or Student Learning Goal)</p>	<p>Cultivating Student Agency. By November 2023, organize various opportunities for students to participate in a “Student School Building Committee” (S-SBC) to (a) expose them to different career opportunities, (b) authentically engage students in the process of creating a new or renovated high school; and (c) provide them with college and career exploration opportunities.</p>

GOALS – LEXINGTON PUBLIC SCHOOLS 2023-25



Superintendent's Self-Evaluation

- Student Learning Goal—The Student-School Building Committee (S-SBC) has been the highlight of the school year for me and even more rewarding than I had hoped. Each month, I meet with approximately 31 diverse middle and high school students of all abilities. Some students have IEPs, some are multilingual learners, some are in METCO, and some take advanced coursework—all students are incredibly talented contributors to the S-SBC. Student experiences thus far include contributions to the development of the LHS Educational Plan, presentations at Community Forums, site visits to new high schools in Arlington, Somerville, and Waltham, and interviews with our Project Team and members of the SBC, including Mr. Himmel (Permanent Building Committee), Mr. Levine (Appropriation Committee), and members of the SMMA and Dore + Whittier teams. Most recently, students were matched with a member of the Project Team and went on-site to the offices of the OPM Team and the Design Team to learn about their work. This was a rewarding experience for our students and for members of our Project Team, who hope to diversify their workforce. Parents have been extremely supportive and share that these experiences on the S-SBC have inspired their children to get involved and explore latent passions. The experiences have been meaningful for our students, and as a school system, I hope to explore more opportunities for students to learn in this way.
 - [S-SBC Agendas](#)
 - [S-SBC Minutes](#)
 - [S-SBC Job Shadowing Experience](#)

GOALS – LEXINGTON PUBLIC SCHOOLS 2023-25



School Committee Evaluation

District or Student Learning Goal: Cultivating Student Agency S-SBC

During her time in Lexington, Dr. Hackett has always promoted student engagement and voice by including student participation and input in the work of LPS. They have served on the DEI Student Advisory Council, helped with staff recruitment, advocated for diversity in curricular and course offerings, and served as student representatives on the School Committee. When the LHS Building Project began, it was Dr. Hackett who initiated the idea of having a Student School Building Committee. Many students have been taking part in various LHS-MSBA project activities such as field trips, job shadowing, visioning workshops, and as part of the focus groups. In addition there is a 30+ member student School Building Committee (SBC). Having the student SBC reminds the community and all involved as to why the LHS-MSBA project is being done and whose needs are paramount. Every school building project should have a Student-School Building Committee. They are a valuable part of our team, and it wouldn't have happened without Dr. Hackett's leadership and hours of additional work.

Staying true to the process

DESE rubric and district goals set clear expectations for all

Clarifies priorities when faced with competing demands

Encourages collaboration and shared responsibility between superintendents and school committees



Sara Cuthbertson
School Committee Chairperson

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TO: School Committee
FROM: Sara Cuthbertson, School Committee Chairperson
SUBJECT: Superintendent's Evaluation Process
DATE: May 21, 2024

In 2012, the Massachusetts Department of Elementary and Secondary Education developed a new educator evaluation process for all Commonwealth teachers, administrators, and school superintendents. The process is based on a five-step cycle of self-assessment, goal-setting, implementation, and formative and summative evaluations. An educator's performance is measured against a possible four (4) standards, 41 indicators, and 21 elements.

“ Activity: Let’s Talk

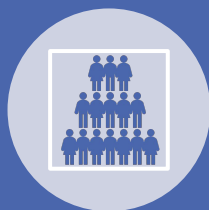
- Introduce yourself to the person next to you
- What role do you play in the process of the superintendent evaluation?
- What challenges do you encounter in the process?
- What emphasis is placed on the evaluation in contract negotiations, if any?

”

“ Panel Discussion



Why is the evaluation beneficial and how does it make superintendents better educators?



How do we make the process more palatable to superintendents? To school committee members?



What are the challenges of a public process like this?



How does this cycle of evaluation impact student achievement?





THANK YOU