End-of-Cycle Summative Evaluation Report: Superintendent

Summary Page

Superintendent: ____Pamela R. H. Angelakis, M.A., M.Ed._____ _____ _____
                                 NAME   SIGNATURE   DATE

Evaluator: **Ted Delano**_____ _____ **6/25/2015**_____
                        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
Professional Practice Goal(s)				X	
Student Learning Goal(s)			X		
District Improvement Goal(s)			X		
Other Goal(s)					

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 (Step2) ratings. Check one box.

☐ Unsatisfactory   ☐ Developing   **X** Proficient*   ☐ Exemplary

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

☐ Low   X Moderate   ☐ High

Rev. 06/2015

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:
See last 2 pages.

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
I-B-1 Instructional Practices: 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. **(SLG, Technology)**		X		
I-B-2 Quality of Effort and Work: Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently. **(SLG)**			X	
I-D-1 Educator Goals: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. **(SLG)**			X	
I-D-2 Observations and Feedback: 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. **(SLG)**			X	
I-E-1 Knowledge and Use of Data: Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. **(Technology)**			X	
I-E-2 School and District Goals: 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. **(Professional Practice, Technology)**		X		

Overall Rating for Standard I:

Unsatisfactory   Developing   XProficient*   Exemplary

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

See last 2 pages.

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.

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.	Unsatisfactory	Developing	Proficient*	Exemplary
II-A-2 Operational Systems: 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. **(Professional Practice, Technology)**			X	
II-A-3 Student Safety, Health and Social Emotional Needs: 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. **(SLG)**			X	
II-C-1 Time for Teaching and Learning: Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective. **(SLG)**			X	

Overall Rating for Standard II:

Unsatisfactory　　　　Developing　　　　X Proficient*　　　　Exemplary

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

Rev. 06/2015

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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard III 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
III-A-1 Family Engagement: 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. **(Professional Practice, Communication)**			X	
III-A-2 Community and Business Engagement: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. **(Communication, Technology)**				X
III-B-1 Student Support: 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. **(SLG)**			X	
III-C-1 Two-way Communication: 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. **(Professional Practice, SLG, Communication)**		X		
III-D-1 Family Concerns: 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. **(Professional Practice)**			X	

Overall Rating for Standard III:

Unsatisfactory   Developing   X Proficient*   Exemplary

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

See last 2 pages.

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
IV-A-1 Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. **(PPG, SLG, Technology)**			X	
IV-A-2 Mission and Core Values: Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. **(PPG, SLG)**			X	
IV-A-3: Meetings: 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. **(Professional Practice, SLG)**			X	
IV-C-1 Communication Skills: Demonstrates strong interpersonal, written, and verbal communication skills. **(Communication)**		X		
IV-E-1 Shared Vision Development: 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. **(PPG)**			X	

Overall Rating for Standard IV:

Unsatisfactory   Developing   X 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	**New Superintendent Induction Program (NSIP)** Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the NSIP and earning at least Proficient rating on each major assessment.				X	
1A						
	Student Learning Goal(s)					
2	**Calibrated High Quality Educator Evaluation** By June 2015, principals' and district administrators' ratings of classroom instruction will be reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement.			X		
2A						
	District Improvement Goal(s)					
3	**Effective Communication – Schools, Homes, and Community** By June 2015, 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.			X		
3A	**Integrate technology effectively to enhance teaching and learning for all students.** Will begin the implementation of a 5-year technology plan for the Swampscott Public Schools.		X			

Rev. 06/2015

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

I know we all share the Superintendents beliefs that teaching and learning are the core of the Districts work, that student's social/emotional health are just as important as test grades, that every child can achieve at a high level and that students should be able to learn in a safe environment. Having begun my second term with the committee, I have witnessed many changes firsthand. Some of these issues addressed have been complex and involved many layers of legal representation. I would like to highlight a recent discussion I had with Mike Gilbert. He offered some outside insight in regards to our progress. To quote Mike" The District has come a long way in a short period of time". That is not to say as a District we should not attempt to attain perfection. I believe Theodore Roosevelt said "Success will not come with rushing speed". The role of the Superintendent and the School Committee is to ensure continued forward progress in OUR educational community. We have moved forward on some of the trust issues that were present when dealing with the Town side of government. We have an established, building based budget that encourages dialogue with all stake holders. In order to continue forward movement, we must support efficient and effective learning continued encouragement for all staff and more importantly OUR students to become self-directed in a safe environment is paramount.
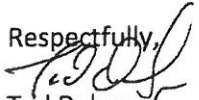
There is always need for improvement. Our technology issues are sub-par at best. A great amount of money is set aside for technology and we need to provide better tools for our children to move forward. The evidence of this weakness stands before us each and every day. The Superintendent has attempted to deal with many of these technology issues. Some of these issues are complex but moving forward will need to have significant progress for the District. Communication in the District is probably one of the toughest aspects of the Superintendents position. The Superintendent has dealt with many issues in a respectable manner. However, there is a need for improvement in this area; and I am told it is not uncommon for new Superintendents to re examine this issue. I would first like to acknowledge how many hours/weekends the Superintendent devotes to the district. She does this while being a single mother to a teenager; and all of us have children and realize the demand of parenting and balancing work and other commitments. The Superintendent has taken steps to engage the community. Examples are Rotary, the Anti Defermation League, community groups, tri chair meetings etc. Enhancing the District web page to include a Superintendents drop down to inform parents of ongoing events would be a positive step in enhancing communication. I can attest that like all of us, members of the community email or call on various issues. Often the Superintendent is in this chain of communication. Some of these issues pertain to the district. Often times they do not. When they do, a timely response is needed. The issue may not be resolved but the caller needs to know that their concern will be looked at. Mike Gilbert suggested an automatic reply stating there will be a follow up and the issue will follow the chain of command and the appropriate person will be in touch. It is impossible for the Superintendent to run an office where staff or residents appear and demand a meeting. Issues should be delegated to key staff members so the Superintendent can focus at the tasks at hand. The lack of security in the Superintendent's office is a topic for another arena. I do appreciate the weekly updates but understand that issues such as health can complicate this communication. I also appreciate seeing the use of social media and would like to see more of this at every level. We have some great programs and fantastic

students doing impressive work and we should capture these accomplishments with social media. Again, delegation of duties could be set up.

We are on the "cusp' of merging several important functions to be shared with the Town. This is an important step and I think all of us did not think it would take as long as it has.

It is important to keep in mind that we have had some great hires this year and ran without a business manager for a period of time. This is also the first time we have used this evaluation tool. I feel that if we can address the technology issues/communication issues and use this evaluation to set future goals we will be creating a model district.

Respectfully,

Ted Delano