

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Jeffrey Schoonover

Evaluator: Summary

Signature

Date

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)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	5 <input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	5 <input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	4 <input type="checkbox"/> Met	1 <input type="checkbox"/> 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"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement 5	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	5 <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; check one.)

Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate 4 <input checked="" type="checkbox"/>	High 1 <input checked="" type="checkbox"/>
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Step 5: 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* or Impact on Student Learning rating of *high* or *low*.

Comments:

1. Mr. Schoonover and his administrators continue to execute their well-defined plans in a manner that is moving this district forward in many areas. Teachers, staff and students are beginning to reap the rewards of the administration's dedication and hard work. The priority of their focus and actions is appropriate.
2. Now that they have most of the major parts moving in the right direction I would like to see more focus in the next year be on the lesser priority, but needed, operational metrics. The right metrics will allow the superintendent and his administrators to clearly see which areas and processes need attention and which are working as designed.
3. Mr. Schoonover has maintained and improved programs, evaluation tools and accountability in Professional Practice Goals and overall District improvement.
4. Student learning goals are still in progress for struggling students in academics and social/emotional needs. Mr. Schoonover has begun to implement programming addressing these concerns that were identified through MCAS scores and state evaluations. It is anticipated that there will be improvements in this area by the end of the 2018 school year.
5. Some improvement on student learning but would like to see more of an improvement on students that are below proficient level.
6. Superintendent Schoonover continues to display his value to the district through his strong work ethic and desire to create a culture of inclusion, professional development and a drive for high educational standards for our district at large. During the 2015-2016 year he has been a champion for our school system with the community at large during presentations with the committee meetings, town forums, Selectman meetings and even though local radio spots. He has a unique ability to be a visionary with the creation of strategic plans for the district and he is an example of strong leadership. This is evident with his continued desire to solicit feedback from the teachers, staff and parents through surveys and parent forums. He not only collects feedback but acts on it and communicates his plans with the community at large (Aspen, Alphabest, PAARC information session.) He has created a strong effective leadership team that is not only cohesive but mirrors his desire to move the district from good to great.
7. Superintendent Schoonover effectively communicates with the School Committee and has an open door policy for each member. His presentations with the Committee are succinct and effective. He continues to celebrate the success of our school district with inviting our students to school committee meetings to highlight our technology enhancements, curriculum and student achievement to share with the community.

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
Professional Practice						
1	Strategy Development and Implementation: Actively participate in a variety of professional learning events that will lead to the effective implementation of the district strategy. [District Objectives 1, 2, 3, 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	STEAM and 21st Century Skills: Evaluate and upgrade the existing science curriculum to include more technology, engineering and mathematics integration and develop a plan for future expansion and enhancement of STEAM with Somerset Public Schools. [District Objective 3]	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Professional Learning Communities Focused on Curriculum, Instruction and Assessment: Build a culture of collaboration, trust and collective inquiry among administrators and teachers to calibrate observations and set meaningful goals that impact student learning. Provide professional learning and opportunities for collaboration that improve educator practice by focusing on curriculum and instruction. [Objective 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
4	Data Informed Decision Making: Use a variety of data to inform decisions related to time on learning/scheduling, staffing/human resources and materials and implement aligned systems of assessment and inquiry that use multiple sources of data to inform classroom practice. [Objective 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>
5	Systems Management and Infrastructure to Support Instructional Excellence: Create and enhance existing systems, including technology, to ensure the optimal use of time and information for teaching, learning and collaboration. Begin to develop a system of metrics to gather and analyze both academic and non-academic data. [Objective 4]	<input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>

Overall Rating for Standard I (Check one.)	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.
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Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

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

- I believe that Jeff has done a good job assembling a team that has improved the instructional leadership here at Somerset Public Schools
- Mr. Schoonover and the Director of Curriculum, Liz Haskell, have taken huge strides in improving the learning environments for staff and students in the past year. The introduction of the new curriculum in many areas has been a change to the whole system and the staff and administration is working through those changes with a positive attitude.
- Superintendent Schoonover has worked diligently with the respective principals and his administration staff to implement systems to collect and assess student performance data to drive decisions for the district. Data points such as MCAS, PARCC and past year assessments samples were utilized. Although he feels this sampling is a work in progress, it displays his strong ability to make logical, systematic decisions that will positively make an impact on our overall district results and identify students that are struggling. This type of data collection and analysis is an ongoing task at hand. The strides the administration has made in data collection in the past year is exemplary and will provide a solid base to assess performance in the years to come.
- Superintendent Schoonover has displayed strong leadership and continuously supports a culture of inclusion, constructive criticism and support for local campus leaders specific to a collaborated educator evaluation system that will enhance teaching and learning for our district. He accomplished this through many leadership meetings where his principals reviewed videos of classroom teaching and/or observed live teaching and conducted a calibration discussion after to ensure evaluations are fair across the district. The time spent at this meeting will not only elevate teaching standards but also will assist with professional goals to ensure the standard of teaching is consistent between all campuses. Additionally, Superintendent Schoonover encouraged a book chat session with the principals to enforce his belief that an effective educational leader is not a manager; they are instructional leaders. Again a display of his positive strategy to change the culture of our district.

5. In Superintendent Schoonover's first year with our district, he identified the need for our teachers to have common planning time built into the master schedule to allow our teachers to review and analyze student achievement and identify students needing tier 2 and 3 interventions. In 2015-2016 this goal was accomplished and has received positive feedback from the staff.
6. Superintendent Schoonover continues to model effective leadership when he exceeded the number of unannounced visits to each school to observe classrooms and faculty meetings. His consistent presence and constructive feedback to the principals is a model for the leadership team in the district.

Examples of evidence superintendent might provide:

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard II (Check one.)	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.			

Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

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

1. Superintendent Schoonover has identified the need for expanded social/emotional resources for the students in our district. He has been diligent to ensure resources are available to support the needs in the district and has communicated with the committee in general meetings and budget discussions of continued resources needed to provide the necessary support for our students to ensure their success.
2. Mr. Schoonover and the Director of Business & Finance continue to make improvements to the district in many operational areas. They are prioritizing the areas of focus appropriately and addressing them in a timely manner.
3. Jeff has ensured that his full administration carefully reflects on the budget process to ensure our quality of education as well as looking to make sure residents don't get negatively affected with budget increases.
4. II-A: I believe the district needs improvement on scheduling and promoting opportunities for health and wellness; recess/exercise, social skills and the Arts.
5. II-B: in progress, more data is needed on staff exit from employment
6. II-D: in progress, and will be evidenced when district attorney fees are decreased
7. II-E: Mr. Schoonover has been cognizant and consistent of staying within budget guidelines, while promoting the district's mission and goals. Mr. Schoonover is exemplary in vision for the district, however, I would like to see more of a focus on these new initiatives and how they are working before adding too many new ones that may impede tracking for progress.

Examples of evidence superintendent might provide:

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|---|---|---|
| <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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: 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"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with
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families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

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

1. Reaching out to families and the community on a large scale is a difficult task but Mr. Schoonover is engaging parents, town and community members in an appropriate manner. He continues to make himself available whenever his presence and input is requested.
2. Jeff has done well in sending out surveys to teachers, parents and other stakeholders within our community. This has increased communication and community engagement.
3. Overall, Mr. Schoonover has been proficient in the Family and Community Engagement Goal, however, there remains a need of effective communication with special needs families who have children in out-of-district educational programming and should be included in the same events and activities in-district students are given an opportunity to attend. Including parents/guardians for presentations and education.
4. In the 2015-2016 year Superintendent Schoonover has supported and implemented enhancements to the student informational system with the upgrade to Aspen. This system has improved the communication between the school and parents. Parents/guardians can now have access to student online gradebooks and email is available from teachers to parents and students through this system. Additionally the use of technology such as the one call system has been utilized effectively to inform the district of current events and important issues.
5. Parents/guardians were also surveyed and the feedback was accepted and resulted in continued enhancements to middle and elementary school parent teacher conferences. This continued desire to solicit feedback and transparency to address issues to enhance the educational experience for the district is one that should be commended.
6. During the past years, a need for after school care has been identified and through vetting Superintendent Schoonover contracted with Alphabest to create before and after school alternatives for our families that not only provide child care needs but also provides enrichment to our students.

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
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: 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"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	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.
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Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <ol style="list-style-type: none"> Prior to budget season in the spring of 2016 Superintendent Schoonover represented the district in a Somerset Community event that was open to the public where he presented to the community the state of our schools and provided his vision for the future and celebrated the success of the school system. Furthermore, Jeff was a guest speaker on our local WSAR radio station where he discussed his overall impression and goals for the district. This radio spot was highly regarded by the community and evidence of his strong platform skills and his unique ability to communicate in an effective manner to connect with the community. As mentioned earlier in this review, the commitment for high standards are evident in the work that has been conducted this past year with the continued Learning Walk program. In this program constructive feedback and data collection has resulted to create the data management system and provides continued professional development for our principals, content coordinators and teachers. This program was not created to dictate education styles but to encourage individual development for each employee and solidify effective data and consistency throughout our district. I believe that Mr. Schoonover and the staff that surrounds him have taken huge strides to improve the professional culture each year. The quantity and quality of the professional development offerings are a welcome change to the staff. I believe the professional culture has improved with Jeff's leadership. Mr. Schoonover has performed well in managing conflicts and addressing concerns, especially when it reaches his level attention. Number of direct complaints addressed to the School

Committee is rare and quickly reconciled.

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: _____

Overall Rating:
Proficient