

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Jeffrey Schoonover

SUMMARY of 7 Responses

Evaluator: _____

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 (1)	Met (5)	Exceeded (1)
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress (4)	Met (3)	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress (1)	Met (5)	Exceeded (1)

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.

Proficient = *Proficient practice is understood to be fully satisfactory.*

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"/>	6	1
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	6	1
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	6	1
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	6	1

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 (5*)

Exemplary

*2 No Response

Step 4: Rate Impact on Student Learning (*Check only one.*) *1 No Response

Low	Moderate	High
<input type="checkbox"/>	3*	3*

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. Superintendent Schoonover in the 2016 school year has initiated numerous strategy plans and enhancements. The creation of the district strategic plan was a consuming project with an aggressive timeline. This strategic plan was necessary to develop a baseline plan for the future educational and cultural vision for our school. Through strong leadership Superintendent Schoonover has created a cohesive, high performing administration team that is highly dedicated to high standards and have implemented CTI groups to explore more effective ways to administer our curriculum, technology and support individual professional development for our staff.
2. Superintendent Schoonover has held many platforms to solicit feedback from our parents, guardians and community members. The Future Search symposium that included over 100 members of both communities to gather data and feedback on desires for the future vision for our school district. This two-day symposium was a highly successful event and served as the baseline data for the strategic plan. He has also held parent forums in both communities to have a town hall discussion on successes and challenges with our current system.
3. Additionally, Superintendent Schoonover is always visible to the school when attending diverse events. He is seen at numerous events from music concerts, art performances and school athletic events.
4. Working to expand AP classes as well as getting the school back to a number 1 rating.
5. I feel that Superintendent Schoonover is an asset to this district and overall a tremendous leader. In my interactions with him, I find him to be an excellent listener and communicator with a good ability to think on his feet. He does not shy away from challenges and prefers to meet them head on. My only real critique is that perhaps he set one too many longer range goals for himself, and that there might be just a few too many standards that are a bit difficult to measure. That said, from impact to student learning, to accessibility and leadership, I am proud that he is our Superintendent and I can't wait to see the great things in store for this district under his leadership.
6. Overall, I believe the Superintendent has done a very good job in this first eighteen months as our superintendent. He inherited two school districts with issues which required significant attention and many challenges. He has addressed these issues professionally, assembled a very capable administrative team and is working very hard to implement change. In my view a "Proficient" rating is outstanding for a new superintendent who has begun to address the district needs and is certainly moving the district in a very positive direction. I expect the work he has begun will have a high impact on the student learning in the next several years. I have rated his impact as moderate because of the limited implementation which has occurred to date.
7. During Mr. Schoonover's first year he seemed to transition well into his new role. He spent the first year understanding how the various departments and individuals function as well as assessing their strengths and weaknesses. He has worked with the staff to develop solutions to operational issues, enhance student learning and

professional development. I feel the approach that he has taken during his entry year has positioned him well to make the necessary improvements in year two and beyond.

8. Superintendent Schoonover has done an exceptional job of charting a path for the regional school district in the short time he has been in the role. He and his team have gathered information from staff, students, parents and other stakeholders and created a strategic plan that has given clarity and focus for the district moving forward. His practice of data-driven decision-making is consistent, and has allowed the district to objectively review assessments scores, practices, policies and procedures that have not been addressed in some time. Supt. Schoonover's commitment to Professional Development, both for himself and his team, is a valuable asset to the District. These are strong first steps in a multi-year plan, which is the rationale for my rating of Proficient. While there has been some impact on student learning, I anticipate that impact will increase in future years as we start to see these changes take effect at a deeper level.
9. Over the past year, Superintendent Schoonover has brought thoughtful, informed leadership to the District. Modeling a commitment to continuous learning and excellence, he continually sought out opportunities to engage in professional development programs that featured best practices and where possible sought to implement practices to better the District. On more than one occasion, he invited outside district evaluation to identify areas for improvement for the District. He openly communicated their findings with the School Committee and community and worked to develop plans to address those issues. He actively encouraged his principal and district educators to collaborate and work together to improve their practice – providing both concrete structure and models for the development of an active learning community. While the SBRSD and its students has long benefitted from an exceptional group of educators, active professional learning communities, data-driven decision-making, guided evaluation and assessment of teaching practice were not used district-wide prior to this year. There were some areas where Mr. Schoonover did not achieve his goals entirely. In the next year, I look forward to more progress on the development of a STEAM plan and curriculum, increased community engagement and continued development of a district-wide culture that strives to offer every student the opportunity to meet his or her potential.

Superintendent's Performance Goals



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.	<input type="checkbox"/>	<input type="checkbox"/>	1	4	2
Student Learning						
2	21st Century Skills Development: Evaluate the current STEAM curriculum and develop an action plan for expanding STEAM at Somerset Berkley Regional High School.	<input type="checkbox"/>	<input type="checkbox"/>	5	2	<input type="checkbox"/>

District Improvement						
3	Effective Entry and Direction Setting: Develop a three-to-five year strategic plan, incorporating the input from various stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.	<input type="checkbox"/>	<input type="checkbox"/>	3	2	2
4	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.	<input type="checkbox"/>	<input type="checkbox"/>	3	2	2
5	Data-Informed Decision Making: Use a variety of data to inform decisions related to budget, 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.	<input type="checkbox"/>	<input type="checkbox"/>	2	3	2



Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and circle the overall standard rating. *This section was not filled in by 1 respondent				
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*	1*
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"/>	1*	5*	<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*	1*
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"/>	5*	1*

Overall Rating for Standard I (Circle one.)	<p>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.</p> <p>*This section was not filled in by 1 respondent</p>
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Unsatisfactory

Needs Improvement

Proficient (5*)

Exemplary (1*)

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

1. Mr. Schoonover works well with the Director of Curriculum, Administrators and Content Coordinators to assess the gaps in the curriculum and develop strategic plans and tactical plans to improve the learning experience for students. The school was able to regain Level 1 status this year. It appears that they are utilizing any data they have available to help accurately assess the current status and collaboratively develop the most sound go-forward plans.
2. I believe that Superintendent Schoonover has earned a Proficient rating for Instructional Leadership. In the area of instruction, Supt. Schoonover has provided the principal with resources (Continuum of Effective Teaching and Learning Practices and teaching practices) to use during classroom observations, and also accompanied the Principal on classroom visits. In the area of Evaluation, Supt. Schoonover shown great initiative by increasing the number of classroom visits, both announced and unannounced, as well as attending faculty meetings, principal meetings with families and leadership meetings. I believe that Supt. Schoonover's process of data-informed decision-making is one of his strongest assets. Supt. Schoonover has been able to identify what needs to be measured and how it needs to be done. This is evident in his review of the attendance issue at the high school and subsequent changes to the policy.
3. One area that I would like to see improvement in is Assessments. While Supt. Schoonover has begun the process of introducing the idea and importance of common assessments, it is still not evident that his concept has been widely integrated by the staff and integrated into school culture. This is illustrated by the issues raised when implementing the PSAT at the sophomore level this year. To receive a proficient rating, Supt Schoonover will need to demonstrate how common assessments have been implemented school-wide.
4. During 2016, Supt. Schoonover methodically assessed the current environment and needs for the SBRHS. In a collaborative effort he reached out to both communities by holding a comprehensive two-day seminar that included over 100 community leaders, parents, teachers and students to gather data and feedback of desired future goals for our school. This seminar was highly received and was the launching pad for the literacy and STEAM plans.
5. Supt. Schoonover uncovered the current system was lacking in comprehensive assessment data and implemented a standard that all sophomores and juniors take the PSAT so baseline data can be obtained to identify educational needs and will provide students and parents information on current education standing in preparation for their individual educational goals.
6. Strategy Development and Implementation: Exceeds Expectations: Supt. Schoonover consistently strives to put what he learns in PD into appropriate practice for the betterment of the District. Throughout the past year, he also proactively sought ways to bring in best practice and engage in expert out-of-district review, analysis and recommendations of the district to continually improve operations. Given Mr. Schoonover's evidence over the past year of putting what he learns into practice, using data to inform his decisions and striving to employ best practices for the betterment of the district, I would say that he exceeded my expectations with this goal.
7. 21st Century Skills Development: Significant Progress: While significant work has been done in evaluating our current STEAM offerings, providing professional development for faculty and creating a district team to develop a STEAM plan and Technology plan for the District, I feel that we still have some work to do in the area of developing the action plan. With the District Strategic Plan now nearly complete, the Superintendent and his team are now well poised to make substantial progress in the coming year on this particular goal.
8. Effective Entry and Direction Setting: Met Goal: While I would have liked to see more outside community involvement in the development of the District's Strategic Plan, I can appreciate that expanding the key planning group would perhaps delay the timeline for completion of the plan. However, I am pleased to see that the plan captures much of what was discussed at the Future Search held approximately one year ago. Once finalized, I would hope that the Superintendent and his administration work to include the Future Search volunteers in both communicating the plan to the larger community and where possible help in implementation and monitoring its success. I believe the Draft Strategic Plan is a significant improvement over past district plans and provides clear direction and action steps to achieving progress over the next three years.
9. Professional Learning Communities Focused on Curriculum, Instruction and Assessment: Exceeded Expectations: This is one of the areas where the Superintendent

has brought the most value to our school district! With his leadership team, he has worked to inspire a commitment to excellence in teaching and learning that I believe is beginning to take root within the larger staff community. Over the past year, we saw not simply the implementation of common planning time, but he demonstrated significant effort in providing guidance to faculty on how to use common planning time effectively. His participation in guided learning walks, expanding professional development opportunities, sharing literature on best practices with his leadership team and bringing in expertise from others such as Dr. Grenier are all examples of active, consistent and meaningful development of professional learning communities within our district. I believe that he exceeded expectations in this area particularly because PLC's did not exist in any formality prior to his arrival and I recognize that changing culture in any organization can be difficult. His important work in this area will continue to have a direct and positive impact on student achievement as well as educator development. I believe that in his first year as superintendent, Mr. Schoonover has set a foundation for a district-wide culture that strives for excellence in education.

10. Data Informed Decision Making: Exceeded Expectations: This is another area where Mr. Schoonover has brought significant value to the District just in his first year. He has used meaningful analysis of data to inform decisions in every aspect of district management. Furthermore, his continued use of data to inform decisions appears to be adopted by members of his leadership team. As both communities face increasing budgetary challenges, his data informed decision making will be instrumental in helping the District to realign resources to meet emerging needs. Again, I believe the district's collection, analysis and use of data over the past year is a significant improvement over past practice and for that reason I feel the Superintendent has exceeded expectations in this area.
11. Professional Practice Goal 1: The willingness of the Superintendent to participate in the New Superintendent Program is extremely significant particularly having utilized the mentor program. It reflects a very positive characteristic of the superintendent to be open to collaboration to improve his own professional skills and to bring multiple viewpoints in assessing the status of the district and hearing ideas which have been successful in other districts and may have application in our district. The Superintendent has also participated in other professional development programs which is equally positive. Finally, his willingness to utilize the District Management Council to assess the district as well as the high school schedule deserve significant credit. He has recognized that outside assistance in reviewing schedule issues which have been discussed for several years without meaningful change.
12. Student Learning: The Superintendent has described several initiatives he has implemented to address this goal. Certainly, the inauguration of the CIA team is very positive. Other programs have been implemented. Candidly, it is difficult for me to assess whether "some progress" or "significant progress" has been achieved particularly regarding the specific goal of developing "an action plan for expanding STEAM." One specific measure of success in this is increased enrollment in Science AP courses and implementation of computer coding courses in the high school curriculum.
13. Effective Entry and Direction Setting: I will comment below on the strategic planning process. The Future Search program was a great success as the initial step. I do feel the group drafting the actual plan should have been broader based. I also feel we are steps away from finalizing the more specific action items needed to implement the plan.
14. Professional Learning Committees, etc: I feel the superintendent's self-assessment underestimates what has been achieved in this area. He inherited a district lacking a "culture of collaboration, trust and collective inquiry." He deserves significant credit not only for his recognition of the significance of these issues but also for the initial steps he has taken to address the needed changes.
15. Data-Informed Decision Making: The superintendent is very committed to data-informed decision making. He came to a district which has not really embraced this concept so he was beginning with a staff that was unfamiliar with this process. He has made significant progress in addressing particular issues such as attendance. I have every reason to believe that the superintendent is continuing to work to implement a more comprehensive use of data-informed decision making.
16. I-B Instruction: Providing feedback to the principal after classroom observations is a very positive step as is providing written resources to principal. Hopefully, the learning walk document will provide accountability. The impact cannot yet be measured by me.
17. I-C Assessment: Implementation of PSAT is a very positive and concrete action by the superintendent. The superintendent's comments that "not everyone agreed with the disruption of school schedule" and "the culture needs to change to understand the importance and use of these assessments" reflects the challenges the superintendent faces in improving performance-based assessments. It is reassuring to know he is taking on this challenge.
18. I-D Evaluation: Presence at a broad range of meetings is very positive.
19. I-E Data Informed Decision Making: I am convinced the superintendent is aware of the importance of the use of data-informed decision making. The challenge is to accustom the high school administration and faculty to embrace the concept.

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and circle the overall standard rating. *This section was not filled in by 1 respondent				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	6*	<input type="checkbox"/>
II-D. Laws, 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"/>	6*	<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"/>	4*	2*
Overall Rating for Standard II (Circle 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

Proficient **(6*)**

Exemplary

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

- Mr. Schoonover has taken the experiences from managing the Somerset K-8 district to help him progress more quickly through the evaluation of the SBRHS district's operational activities. His work with the Director of Business and Finance has led to a greater understanding of the financial activities of the district. The fiscal year budget goals were met in FY16.
- I find the Superintendent's methods for disclosing budgetary needs and revenues to be a tremendous benefit to not only the school committee but also to the community.
- Management and Operations: Proficient: Pertaining to the area of law, ethics and policies, Supt. Schoonover has demonstrated his ability to understand and comply with state and federal laws and mandates and proactively shares this information with both the policy subcommittee and the full school committee. He is also well-versed in school committee policies, collective bargaining agreements and ethical guidelines. This is evident in the recent review of the physical restraint, bullying prevention and intervention and 504 policy. Supt. Schoonover seeks out additional information and advice when appropriate, and communicates to the committee as necessary. Supt. Schoonover's oversight of the fiscal systems has been exemplary. A more formalized budgeting process, along with participation at town meetings, has created a higher level of transparency for both the school committee and towns. While Supt. Schoonover has done much work in the area of safety and health needs, an area for growth is using resources to implement appropriate curriculum, staffing and scheduling. The District Management Council's review is a great first step in this process.
- II-A Environment: The status of revisions to current crisis manual is unknown to me but initial steps are a positive development. Revisions to the Bullying Prevention and Intervention Policy are also a positive step.
- II-D Laws, Ethics and Policies: The Superintendent has exhibited a comprehensive knowledge of laws and policy. He seeks advice when appropriate and investigates

and reviews legal and ethical requirements when necessary.

6. II-E Fiscal Systems: The Superintendent's oversight of budget process has been thorough and well informed.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</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"/>	1	6	<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"/>	7	<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"/>	7	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	1	6	<input type="checkbox"/>
Overall Rating for Standard III (Circle one.)	The education leader 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 district and its schools. *This section was not filled in by 1 respondent			

Unsatisfactory

Needs Improvement

Proficient **(6*)**

Exemplary

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

1. During this past year Mr. Schoonover worked with teachers, administrators and parents to help reduce the amount of absences. The policies that were created from those meetings have shown significant improvement in the absentee rate. Along with his staff they are constantly looking for new ways to increase student and community involvement, through various activities including use of the schools various facilities.
2. Reaches out to the community regularly to keep community informed in hopes to create good relations with community leaders and families.
3. III-A Engagement: Parent forums are a very positive development. Increased parent attendance is a challenge. Principal's outreach efforts are positive but only a beginning. I do not have a sense of how positive our experience hosting Chinese students was. Also, I do not have a sense of how effective a communication tool the parental portal for Aspen has been. Future Search was extremely successful as an outreach to the community. I am disappointed that the following development of the strategic plan did not have broader community participation.
4. Superintendent Schoonover is always looking for ways to enhance engagement with our families and celebrate our school, students and teachers. He worked with the High School administration to conduct a technology symposium, for all incoming freshmen and their parents to showcase and educate them on new technology systems available at the high school (Aspen.) The high school also invited students and families into the school to share the STEM work they have accomplished by displaying the achievements of the Science Fair winners and the Robotics Team. Additionally, whenever an opportunity is available to celebrate the success of our students a presentation will be conducted for the Committee which will be televised to the community. (DECA, Unified sports, Music Department, Student Athletics)
5. Superintendent Schoonover has taken strong first steps in creating effective partnerships with families, community organizations and other stakeholders in both communities. The Future Search project is an example of this outreach. His recommendation and oversight of the implementation of the Aspen SIS system illustrates his understanding of the importance of communicating student learning performance with parents. Additionally, his attendance at various school events, along with the surveys and Parents Academy, demonstrates his commitment to promoting the learning and growth of all students. One area that I would like to see improvement in is the handling of family concerns. While Supt. Schoonover has managed family concerns that have come to the attention of the school committee with professionalism and transparency, it is not yet evident that there is a fair and transparent process that is followed school wide. Examples of these issues include handling of 504s and out-of-school suspensions. Evidence of improvement would be a decrease in the number of instances where issues are brought to school committee level.

Superintendent's Performance Rating for Standard IV: Professional Culture



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

	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	2
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	4	3
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"/>	6	1
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"/>	6	1
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"/>	7	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one .)	<p>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.</p> <p>*This section was not filled in by 1 respondent</p>
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Unsatisfactory

Needs Improvement

Proficient (5*)

Exemplary (1*)

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

1. The vision that is shared between Mr. Schoonover and the Director of Curriculum seems to be a welcomed breath of fresh air to the staff at the high school. The changes in professional development offerings have the teachers asking for more and getting more involved.
2. There have been a couple of incidents with parents and students where Mr. Schoonover has had to get involved. These situations should have been handled by the school level administration. Next year the expectation is that Mr. Schoonover has coached his administrators to handle situations more timely and appropriately.
3. Superintendent Schoonover has exhibited a strong commitment to high standards and continuous learning. This is evident in his professional development initiatives for both himself and his staff. He has outstanding interpersonal, written and communication skills. The addition of meeting norms and leadership meetings demonstrate his

commitment to developing a culture of high expectations and continuous learning. The completion, and subsequently execution, of the strategic plan will help spread and sustain the shared vision for the District. I hope the self-assessment tool/process is embraced by the entire staff as this is a key piece in the evolution of the professional culture.

4. Superintendent Schoonover emulates to his staff the need for continual professional development and emotional intelligence. He has a strong ability to assess a situation, listen to input and feedback and methodically create a plan to address (read and learn sessions with staff, Targeted Review and use of data-driven decisions.)
5. Learning walks are a positive development. I would like the School Committee to have a more detailed report on the process.
6. I hope the self-assessment document is an effective tool. I fear some will be more candid than others in identifying strengths and weaknesses. Surveys of students which are professionally developed and analyzed can be useful in the process.