

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Jeffrey Schoonover Summary – 5 Responses March 11, 2019

**Evaluator:** \_\_\_\_\_

**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 | <b>1 of 5</b> Significant Progress | <b>4 of 5</b> Met | <input type="checkbox"/> Exceeded |
| Student Learning Goal(s)      | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <b>1 of 5</b> Significant Progress | <b>3 of 5</b> Met | <b>1 of 5</b> Exceeded            |
| District Improvement Goal(s)  | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <b>1 of 5</b> Significant Progress | <b>4 of 5</b> Met | <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"/> | <b>4 of 5</b> | <b>1 of 5</b>            |
| Standard II: Management and Operations        | <input type="checkbox"/> | <b>2 of 5</b>            | <b>3 of 5</b> | <input type="checkbox"/> |
| Standard III: Family and Community Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <b>5 of 5</b> | <input type="checkbox"/> |
| Standard IV: Professional Culture             | <input type="checkbox"/> | <input type="checkbox"/> | <b>5 of 5</b> | <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 of 5 Proficient

Exemplary

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

|                                 |                    |                |
|---------------------------------|--------------------|----------------|
| Low<br><input type="checkbox"/> | Moderate<br>2 of 4 | High<br>2 of 4 |
|---------------------------------|--------------------|----------------|

## 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. As each year passes the accomplishments of Mr. Schoonover, his administrators and staff continues to impress. He heads up a high performing team that is focused on student achievement and well-being, staff professional development and fiscal responsibility. They are able to maintain a focus on long-range goals while being able to pivot and meet the current more immediate needs when they arise. The team's ability to turn their attention and address the community outcry for safer schools resulted in one of the safest school districts in the Commonwealth. They made immediate changes when they could and delivered well thought out solutions as time and finances allowed.
2. It is my pleasure to work with Mr. Schoonover and his team and enjoy the successes for his team, administrators, staff, students and community.
3. In December 2017, Superintendent Schoonover was notified our district was being considered for a Middle School building project by the MSBA. After this notification Superintendent Schoonover displayed his ability to efficiently organize a team, gather data, hold an open house of the Middle School to enlist stakeholders in the town and present at the May Town Meeting for the citizens of Somerset. This preventative was voted in the affirmative to finance the feasibility study of the Middle School. This was exceptional with the limited time frame and difficult financial situation the Town of Somerset is under with loss of tax revenue. He and his team were able to solidify support and justify the immediate need for the investment by the town.
4. In 2018, by direction of Superintendent Schoonover, a Safety Risk assessment was conducted on our schools and specific items were identified and addressed at each of our schools. Superintendent Schoonover again displayed his ability to work cohesively with the Somerset Police Chief, School Committee, Safety Committee and stakeholders with addressing numerous capital improvements in a short period of time that ranged from general construction, personnel (SRO), technology and updating the crisis response manual.
5. Overall the Superintendent performed very well in the 2018 school year. The security improvements showed that the Superintendent is committed to the safety and security of the schools. The security improvements also showed that the Supt. is willing to listen to all

stakeholders. His open and upfront communication helped with the quick and easy process. The security improvements have made the District schools much safer and conducive to further learning.

6. The Supt continues to assist in the new schedule at the Middle School that allows more structure at the middle school level. The Supt has led by example and moved the District forward. The Supt has shown that he is open to any and all new initiatives.
7. Due to budgetary restraints the progress of the technology aspect may not permeate down into elementary schools. The one to one plan and the expansion of the internet are important aspects of the Supt plan. I would like to see future expansion of the program and technology aspect.
8. Overall Mr. Schoonover has led this district forward. He goes above and beyond in his commitment to ensure our students and staff have the best of what they need to succeed within the perimeters of the school budget. He is highly visible in our schools and is always professional in his response to parents, staff questions/concerns and remains composed during high conflict situations. Going forward, I would like to see an improvement from Mr. Schoonover on advocating strongly at our SC meetings on topics where he needs the SC support.
9. Last year Mr. Schoonover laid a solid instruction plan but after the scores were received from the state it still seems that Somerset is still being compared to state average. This is unacceptable because the cost of education is being increased but the scores are not representing the investment. I would like to see reports presented to the committee and public on how the classes are progressing. Last year's report should show how this grade level compared to last.
10. Management and operations are alarming at times. During negotiations I was very concerned that months had flown by and there was no direction given on how the administration wanted the schedule to be. Though a plan may have been in place it was never shared with the committee. Many times, I left the negotiations concerned that the administration had no plan what the schedule should be and was waiting until both sides met. This could have caused some delays to the process along with administration in some of the schools picking STA members to serve when the STA wanted to choose its members. I do not believe the superintendent is holding his senior leadership accountable when this issue arises.
11. Though Mr. Schoonover has focused time on community engagement I feel that the community is not being asked for feedback on certain important areas in children's learning. Mr. Schoonover mentioned a lesson was learned from the middle school schedule that engaging the community for feedback will result in a smoother transition. This should be a practice for other topics like special education, redistricting, transportation, etc...
12. Professional Culture in the buildings do have some challenges but I believe the Superintendent now takes action much sooner than before. I would love to see the Superintendent have more one on ones with staff to have a better sense on the culture. This will also help evaluate his senior leadership team.

## 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                 |
|------------------------------|--|--------------------------|--------------------------|----------------------|--------|--------------------------|
| <b>Professional Practice</b> |  |                          |                          |                      |        |                          |
| 1                            | <b>MSBA Building Project:</b> Create a school building committee, the Somerset Middle School Feasibility Study and further district elementary school planning.  | <input type="checkbox"/> | <input type="checkbox"/> | 1 of 4               | 2 of 4 | 1 of 4                   |
| <b>Student Learning</b>      |  |                          |                          |                      |        |                          |
| 2                            | <b>Technology Integration:</b> Develop and implement a multi-year technology plan that enhances teaching and learning for all students through a meaningful and purposeful integration of technology while providing SPS with a long-range plan for technology implementation. | <input type="checkbox"/> | <input type="checkbox"/> | 2 of 4               | 2 of 4 | <input type="checkbox"/> |
| <b>District Improvement</b>  |  |                          |                          |                      |        |                          |
| 3                            | <b>Somerset Middle School Schedule:</b> Review the existing master schedule at Somerset Middle School and identify options for improvement and timeline for implementation   | <input type="checkbox"/> | <input type="checkbox"/> | 2 of 4               | 2 of 4 | <input type="checkbox"/> |
| 4                            | <b>School Security:</b> Identify and implement security measures strengthen the safety of students and staff in each school  | <input type="checkbox"/> | <input type="checkbox"/> | 2 of 4               | 1 of 4 | 1 of 4                   |
| 5                            | <b>Social and Emotional Learning (SEL):</b> Review current practices and develop an implementation plan for teaching and learning of social and emotional learning competencies  | <input type="checkbox"/> | <input type="checkbox"/> | 2 of 4               | 2 of 4 | <input type="checkbox"/> |

## Superintendent's Performance Rating for Standard I: Instructional Leadership



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

|  | 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"/> | 1 of 4                   | 3 of 4     | <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 of 5     | <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"/> | 1 of 5                   | 3 of 5     | 1 of 5                   |
| 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 of 5     | <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"/> | 1 of 5                   | 3 of 5     | 1 of 5                   |

|   |   |
|---|---|
| <b>Overall Rating for Standard I (Check one.)</b> | 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. |
|---|---|

Unsatisfactory

Needs Improvement

**3 of 4 Proficient**

**1 of 4 Exemplary**

|  |
|--|
| <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b></p> <ol style="list-style-type: none"> <li>1. Instruction: placed proficient because this reflects the majority of students. I need more information on how we are accommodating diverse learning styles to our struggling students and which methods are successful to be utilized going forward.</li> <li>2. Mr. Schoonover is highly visible at student activities, events, attends every SC meeting and is excellent with keeping the SC informed on district goals, initiatives and accomplishments of the school district which has been demonstrated consistently and commendably.</li> <li>3. There is a need for improvement on increased communication with school councils, PTOs or holding a forum with parents on topics where there are concerns. I would like to see more of this pro-active measure. Public concerns to the SC or at a SC meeting should be a last resort, especially if it is on topics not in our purview.</li> <li>4. Instructional leadership is definitely an absolute strong point for Jeff and his team. The various strategies that have been implemented in the K-5 level have laid the groundwork for stronger middle school students. The 6-8 schedule change negotiated in the last contract will allow for the rapid implementation of key measures to improve student learning and achievement. The team is taking steps to further analyze the student data this year to provide fact-based initiatives to provide students with the appropriate interventions.</li> </ol> |
|--|

5. In coordination with the administration team, Superintendent Schoonover advocated for additional school adjustment counselors in the K-8 district and training was provided on Responsive Classroom strategies. Since this training the Middle School has seen a considerable decrease in student conduct referrals.
6. In 2018 Superintendent Schoonover and his team have continued to build on their “learning walk” practice in an effort to provide effective constructive feedback to teachers and evaluation of curriculum to ensure they strive for continued improvements. This was a culture shift with the direction of Superintendent Schoonover and is a display of his continued strive for excellence for our district.
7. Supt Schoonover has improved the use of data-driven decision-making. I noted that his ideas were policy-driven and based on facts from multi-year plans. Utilizing a multi-year helped the Supt promote growth and learning among students. I would like to see the PD continue to grow among the teachers. Learning shall permeate as the focus of the school and administration.
8. In this area there is much more improvement needed... It is with understanding that the Superintendent has a limited role in this area because of his curriculum team in place. The Supt may want to consider receiving feedback from the staff once new items are being put in place. Jeff continues to pop in during strategy sessions which I hope continues but possibly stay through a session occasionally.

**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>  |                          |                          |               |                          |
| <b>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.</b>                                     | <input type="checkbox"/> | <b>1 of 5</b>            | <b>4 of 5</b> | <input type="checkbox"/> |
| <b>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.</b>                | <input type="checkbox"/> | <b>1 of 4</b>            | <b>3 of 4</b> | <input type="checkbox"/> |
| <b>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.</b> | <input type="checkbox"/> | <input type="checkbox"/> | <b>3 of 4</b> | <b>1 of 4</b>            |
| <b>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.</b>                            | <input type="checkbox"/> | <input type="checkbox"/> | <b>5 of 5</b> | <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. | □ | <b>2 of 5</b> | <b>3 of 5</b> | □ |
|---|---|---------------|---------------|---|

|  |  |
|--|--|
| <b>Overall Rating for Standard II (Check one.)</b> | 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

**2 of 5 Needs Improvement**

**3 of 5 Proficient**

Exemplary

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

- Mr. Schoonover and his administrators have worked to implement routines to ensure important matters are always a focal point for his staff. He has been increasing the scope and responsibilities of the HR Coordinator over the last 2 years to fill a gap in the administrative team. During teacher negotiations he was instrumental in bargaining the schedule changes at the middle school. The close working relationship with the business manager has ensured that fiscal controls are being followed and there are no surprises when maintaining such a large budget. This has led to several years of a balanced budget.
- With the ratification of the STA agreement and collaborate efforts with Supt Schoonover, his administrative team, principals, content coordinators and scheduling committee, a new schedule was created in 2018 and will be implemented in the following school year. This new master schedule will increase instructional time from 62.5% to a minimum of 70%. This new schedule was identified as a specific goal for this year.
- Under pressure from the public and school committee, Supt stepped up and made the schools within the District the safest they have ever been. The new environment clearly promotes a safe and effective learning environment. Supt has continued to use any and all appropriate resources to successfully implement appropriate curriculum and staffing. Supt with assistance from a small group transformed the Middle School schedule as the result of the STA new contract. Teachers within the District will now be teaching more in the classroom and throughout the day.
- Given several losses with teaching staff, Mr. Schoonover through union contracts was able to raise the pay of district teachers. He also has focused on the retention of District teachers. Mr. Schoonover fortified all of the schools in the District. The safety in the District schools has never been so strong and effective.
- Environment: **Positives:** supporting the layer of structural security to our schools and completing the majority of work prior to the start of the school year. This initiative was reactive from a school tragedy in another district brought to the SC/Admin by concerned parents. I would like to see monthly updates on pro-active safety measures be presented by administration going forward. Thank you for your presentation on improved Data showing the benefit of hiring additional School Adjustment Counselors which resulted in a decrease of negative behavior incidences in SMS. **Needs Improvement:** For an overall consistent focus on safety procedures and communication with staff. There has been reports from teachers and paras who do not feel they are adequately trained in handling a crisis or having the tools needed (e.g. door locks, In Force Technology or a review of the recently updated Crisis Manual). There has not been updates to the SC on CPI training/restraint training and identified support team for each school. There has been reports from paras/teachers/parents that they are not provided additional staff support and/or training to handle challenging students in their classrooms.
- Health and Wellness Committee rarely meets and a report of the meeting minutes was requested to the SC months ago and has not been presented, Superintendent Safety Committee was formed, however, there has been reports that it was unproductive and recently placed on hold until further notice, A SRO was hired in September and a job description, guidelines, trainings was requested by the SC and has not been presented to date. There have not been any updates on proactive initiatives in months to the SC. In regard to Social Emotional

learning, I know mandates have demands on more academic learning time and it is difficult to have a balance with the Arts, Music, Sports, Social time in the schedule. Based on a recent SC meeting from concerned parents, teachers, students on the SMS schedule change and process, I encourage you to reconsider a creative schedule in our schools which promotes a balance of Academics, Arts, Music, Sports and Social Time.

7. Fiscal Management: the SC needs to be informed of positions added or purchases of additional vans and quotes from different vendors.
8. Bill and Article Warrants should be sent to the committee with sufficient notice to be reviewed and approved.
9. I would like to see an equal system created on budget lines for each school.
10. During a meeting a special needs parents were concerned their kids were not getting the services needed and it was mentioned that a role was vacant and no one yet had been placed. Though we use School Spring to recruit it may be needed to consider other sources to recruit certain roles.
11. This year I asked the Supt to change the process on how the budget would be presented to the Committee. I felt that the Supt and his team should create a budget that has all the items needed to meet the needs of the students. The budget presented had a 6.1% increase. In the future I would like to see if that what is presented is a Supt budget that has all the necessary needs that can be brought to town for support and also include a list of other items that were considered but were removed to stay fiscally responsible.

**Examples of evidence superintendent might provide:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback                | <input type="checkbox"/> Relevant school committee meeting             |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback                  | agendas/minutes/materials  |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> and/or incidence reports                    | schedule/agendas/materials   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |  | <input type="checkbox"/> Other: _____                                  |

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



*Check one box for each indicator and indicate the overall standard rating below.*

|   | Unsatisfactory           | Needs Improvement        | Proficient | Exemplary |
|---|--------------------------|--------------------------|------------|-----------|
| <b>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.</b> | <input type="checkbox"/> | <input type="checkbox"/> | 4 of 5     | 1 of 5    |
| <b>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</b>                       | <input type="checkbox"/> | 1 of 5                   | 3 of 5     | 1 of 5    |
| <b>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b>                                    | <input type="checkbox"/> | <input type="checkbox"/> | 4 of 5     | 1 of 5    |



|   |                          |                          |               |                          |
|---|--------------------------|--------------------------|---------------|--------------------------|
| III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. | <input type="checkbox"/> | <input type="checkbox"/> | <b>5 of 5</b> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|---------------|--------------------------|

|   |  |
|---|--|
| <b>Overall Rating for Standard III (Check one.)</b> | 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. |
|---|--|

Unsatisfactory

Needs Improvement

**5 of 5 Proficient**

Exemplary

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

- Mr. Schoonover has become an expert in the analysis of District goals and reports. I also thought his use of surveys for teachers and parents was very effective and useful.
- Supt skill set for communication in a consistent proficient manner is second to none. He allows for two-way communication among family members and staff. His stakeholders are allowed to speak openly and without concern. I have noted that he addresses all family concerns as needed.
- Mr. Schoonover is constantly sending out reminders to parents and staff of current trends that are potentially hazardous in social media and vaping activities. He has worked with his principals to ensure that parents are constantly informed of the various activities happening in each school on a weekly basis.
- His door is always open for any parent or community member that has a concern.
- The Family and Community engagement section of review has always and continues to be a strength for Superintendent Schoonover. His strong ability to listen, empathize and strives to create an inclusive school district with our Families and Community were displayed this past year with the continued Family Success Partnership program and parent academies that were offered. Additionally, this past year with Superintendent Schoonover member status on the Bristol County Chamber of Commerce Education Committee he solicited to have our 8<sup>th</sup> grade students be included in a neighboring town's program to allow our students attend a college visit of UMass Dartmouth. This 8<sup>th</sup> grade summit provided our students at a young age to experience a college experience. Additionally, he negotiated this opportunity for our 8<sup>th</sup> grade students with no cost to the district.
- Superintendent Schoonover continues to display his effective communication style with monthly newsletters to families announcing events in and out of our schools. He always takes the opportunity to showcase excellence with our students, teachers and community. Furthermore, his team has made enhancements to our district website that services our parents and families who speak another language at home with the ability to translate information into their native language. This is another example of Superintendent Schoonover's continue strives to be inclusive with all stakeholders.
- Mr. Schoonover continues to champion in this areas but would like him to involve the community on major issues and/or changes in schools. The Supt always makes himself available to meet with parents and address their concerns.

**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"/> | 4 of 5     | 1 of 5                   |
| 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"/> | 4 of 4     | <input type="checkbox"/> |
| IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.  | <input type="checkbox"/> | <input type="checkbox"/> | 2 of 5     | 3 of 5                   |
| 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"/> | 4 of 5     | 1 of 5                   |
| 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 of 5     | <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 of 5     | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>Overall Rating for Standard IV</b><br>( 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. |
|--|---|

Unsatisfactory

Needs Improvement

**5 of 5 Proficient**

Exemplary

|  |
|--|
| <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <ol style="list-style-type: none"> <li>The environment that Mr. Schoonover has built is one over his tenure is one with the highest professional standards and a culture that fosters continuous learning. He has worked with his administrators to share their vision of constant improvement through assessment and refinement of processes throughout the district.</li> <li>In 2018 Superintendent Schoonover and his team have continued to build on their “learning walk” practice in an effort to provide effective constructive feedback to teachers and evaluation of curriculum to ensure the strive for continued improvements. This was a culture shift with the direction of Superintendent Schoonover and is a display of his continued strive for excellence for our district.</li> </ol> |
|--|

3. The strategic plan that was created for 2015-2020 has been accomplished and nearly every initiative has been accomplished in the year of 2018. Superintendent Schoonover, in his commitment for high standards has already completed work to start the process of a new plan in 2019.
4. Supt kept the school committee updated with plans and reports. I was impressed how effectively he was able to keep parents and the community up to date with his progress, often through presentations.
5. Supt dealt with several conflicts during 2018. STA, teacher negotiations and grievances were all dealt with appropriately by the Supt. He has set expectations high and adjusted district wide to maintain continuous learning for staff.

**Examples of evidence superintendent might provide:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports    | <input type="checkbox"/> School committee meeting agendas/materials         |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                            | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals     | <input type="checkbox"/> Other: _____                                       |