

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Jeffrey Schoonover 2018 Summary 3-21-19

Evaluator: \_\_\_\_\_ 7 Evaluators \_\_\_\_\_

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 checked="" type="checkbox"/> 1 of 7 Significant Progress	<input checked="" type="checkbox"/> 6 of 7 Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> 2 of 7 Significant Progress	<input checked="" type="checkbox"/> 5 of 7 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	<input checked="" type="checkbox"/> 7 of 7 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 checked="" type="checkbox"/> 1 of 7	<input checked="" type="checkbox"/> 6 of 7	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 7 of 7	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 7 of 7	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 6 of 7	<input checked="" type="checkbox"/> 1 of 7

# 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

**7 of 7 Proficient**

Exemplary

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

Low	Moderate	High
<input type="checkbox"/>	<input checked="" type="checkbox"/> <b>4 of 7</b>	<input checked="" type="checkbox"/> <b>3 of 7</b>

## 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 continues to improve personally and professionally.
2. Work practices have improved. He continues to work toward family involvement. Continues to set higher standards for teachers and administrators.
3. Consistently looking for excellence in improvements from teachers and students.
4. Works with staff of high school to accelerate AP classes.
5. Superintendent continues in his efforts to improve the district with professional learning opportunities to teaching staff.
6. Parents are aware of the efforts being put forth to get parents involved and more aware of the strides being made toward student involvement in their school activities.
7. Superintendent Schoonover's work over the past year has had a significant impact on student learning. The development of a multi-year technology plan, along with the addition of computer science, will arm students with 21<sup>st</sup> century skills. A major accomplishment is the revision of the master schedule which will increase teacher utilization, create intervention/extension blocks, and allow students to explore additional learning opportunities such as dual-enrollment and capstone projects.
8. In addition to his impact on student learning, Mr. Schoonover has made great strides in instructional leadership and management and operations. Through the incorporation of learning walks, the continuation of PSAT offerings for 10<sup>th</sup> graders, and Aspen's various reporting capabilities, Mr. Schoonover has developed a system that will use student data to make decisions that will have a direct impact on student learning. In the area of management and operations, Mr. Schoonover reviewed the crisis manual, re-vamped the school guidance model, and worked with the human resource coordinator to develop an employee handbook. All of these changes and improvements were done in a fiscally responsible manner, and the budget process is, and continues to be, a transparent process with proper controls in place.

9. Most importantly, Superintendent Schoonover has elevated the professional culture during his tenure at Somerset Berkley. His approachable manner has allowed him to develop meaningful relationships and a level of trust amongst committee members, staff, families and students.
10. I have had the pleasure of working alongside Superintendent Jeffrey Schoonover for four years now. During this time, I have seen Mr. Schoonover grow from a young Superintendent into an experienced asset to our district. He has tremendous skill. This is shown by balancing the needs of two districts, his handling of multiple constituencies (two towns with different leadership teams, two school committees with different personalities, two unique staffs and thousands of students), his crisis management ability and his vision. He has articulated and delivered on his vision over the years I have worked with him, punctuated by the schedule change that will be in effect as we head into the next school year but was delivered and negotiated during this one. He is accessible, understanding, determined, patient and hard working. He is an asset to our district, and I am both impressed and pleased by his performance over the past school year.
11. In the past year Mr. Schoonover along with his administrators and staff have taken many steps forward in offering enrichments opportunities for students. There are many students that are extremely well prepared for college and careers when they leave SBRHS and that is a great accomplishment. The work that was done to reconfigure the schedule for next year will show more improvements in student learning. The school budget is being managed well and the school is moving forward in many areas. I know the stability and growth that Mr. Schoonover and his administrators have brought to this district will continue and make the Somerset and Berkley communities proud of their school district.
12. Like all things there is always room for improvement. I am confident that with some changes at the school there can be a rapid improvement in the achievement measures of the population of students that are struggling to keep up academically. This group needs more attention and swift action sooner rather than later. Another component of the school district that needs a review is the athletic and extracurricular activities. Although we offer many options which is great, we need to understand the impact on students if things remain the same or changes are made. Several community members have voiced concerns over the existing options.
13. Superintendent Schoonover continues to provide thoughtful, informed leadership to the District with an emphasis on fostering a shared commitment to high standards, continuous learning and sharing of ideas and best practices among both educators and members of his administrative staff. Modelling a commitment to continuous learning and excellence, he continues to seek out opportunities to look outside the district for best practices and where possible implement practices to better the District. Through his leadership and implementation of regular learning walks, the Districts administrators and educators have continued to 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, have become part of the culture of the District as a result of his leadership and example.
14. I appreciate the work done to align the proposed 2020 Budget with the goals of the District Strategic Plan and applaud the Superintendent and his Administration for making difficult but thoughtful decisions on where to focus available resources. The new schedule is a significant shift for the upcoming school year and will require a good deal of communication as students, educators and parents adjust to the change. His leadership skills will be important as the school administration looks to implement the schedule, to address issues or concerns and ensure that it offers every student the opportunity to meet his or her potential.
15. In the next year, I look forward to the expansion of the Senior Capstone Project, further development of a Computer Science Curriculum and the implementation of some part of the Innovative Pathways Program for our students.
16. As should be evident from my comments below, I believe the superintendent is doing an excellent job. He has a very demanding job managing two school districts and collaborating with a third district (Berkley). He works diligently to balance his responsibilities with

limited administrative staff while answering to two separate school committees. As noted below, he has undertaken many exciting initiatives such as the capstone project, learning walks, and others. The changes in the area of student services/guidance also are positive. The application for an Innovation Pathways Grant has the prospect of opening a whole range of important opportunities for our students. I have rated Impact on Student Learning as moderate because most of these initiatives are in the formative or early stages of development and have not yet achieved clear results. However, the superintendent's willingness to be innovative and proactive is bound to yield exciting results.

17. I do hope that the student discipline review continues because I am not sure the limited statistics presented represent a true picture of the need to integrate discipline with the opportunity for students who may well deserve some measure of discipline to continue to learn. This is, in my view, particularly important for our struggling students. Unrelated to discipline, we face a real challenge to serve the needs of all our students including our struggling students. The new focus on this segment of our students in the DESE testing and assessment protocols is a challenge we must embrace with true commitment.
18. While I acknowledge that the superintendent is working to improve communication with all segments of the community, I feel there is room to provide more information to the School Committee. I recognizing the Committee's role is limited, it is not my intention to intrude upon the superintendent's authority, but I do believe the Committee can be kept more informed.
19. Finally, the unusually high number of retirements in the high school faculty this year provides an unusual opportunity but also a real challenge for the superintendent and high school administration to replace these highly talented teachers with new faces who can have a significant impact on teaching, learning and culture at our high school for decades to come. Issues of school safety, including bullying and vaping, remain significant challenges faced by most high school and will require continued attention and programing.

## 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>NEASC Accreditation Preparation:</b> To help prepare SBRHS for the 2019 Collaborative Conference Visit and the 2021 NEASC Accreditation visit I will attend NEASC accreditation informational meetings to learn the many changes in the 2020 accreditation system and will participate in one Collaborative Conference Visit to another high school during 2018	<input type="checkbox"/>	<input type="checkbox"/>	1 of 7	6 of 7	<input type="checkbox"/>
<b>Student Learning</b>						

2	<b>Technology Integration:</b> Develop a multi-year technology plan that enhances teaching and learning for all students through a meaningful and purposeful integration of technology while providing SBRHS with a long-range plan for technology implementation and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	2 of 7	5 of 7	<input type="checkbox"/>
3	<b>21<sup>st</sup> Century Skills Development:</b> Foster a 21 <sup>st</sup> century learning environment through the evaluation and expansion of CTE opportunities and implement an optional capstone project for seniors	<input type="checkbox"/>	<input type="checkbox"/>	3 of 7	4 of 7	<input type="checkbox"/>
<b>District Improvement</b>						
4	<b>Somerset Berkley Regional High School Schedule:</b> Work with SBRHS Scheduling Team to review the existing master schedule at SBRHS and make recommendations for a new schedule that includes: Intervention/extension blocks accessible by all students; increased teacher utilization to at least 70%; and creates opportunities for students to participate in dual-enrollment, internship and capstone learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7 of 7	<input type="checkbox"/>
5	<b>Student Discipline Review:</b> Conduct a review of current and past discipline data and existing disciplinary structures to identify recommendations for improvements that appropriately address student discipline while positively impacting student attendance	<input type="checkbox"/>	<input type="checkbox"/>	1 of 7	6 of 7	<input type="checkbox"/>

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>I-B. Instruction:</b> 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"/>	1 of 7	4 of 7	2 of 7
<b>I-C. Assessment:</b> 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 7	6 of 7	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	7 of 7	<input type="checkbox"/>

I-E. <b>Data-Informed Decision Making:</b> 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.	□	1 of 7	4 of 7	2 of 7
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<b>Overall Rating for Standard I</b> (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

1 of 7 Needs Improvement

6 of 7 Proficient

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><b>Professional Practice Goal: NEASC Accreditation Preparation: MET EXPECTATIONS</b> Superintendent 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 practices 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 district, I would say that he exceeded my expectations with this goal.</li> <li><b>Student Learning Goal: Technology Integration: MET EXPECTATIONS</b> The development of the Technology Plan was an important step in moving our district forward in this regard. With specific benchmarks and goals laid out in the plan, the Superintendent and his team are now well poised to make substantial progress in the coming year on this particular goal.</li> <li><b>Student Learning Goal: 21st Century Skills Development: SIGNIFICANT PROGRESS</b> Significant work has been done in implementing a pilot Senior Capstone Project and Computer Science Class for Freshmen. I applaud the Superintendent for his outreach to community partners such as the Bristol County Chamber, Bristol Community College and the Bristol Workforce in developing the District’s application for the Innovation Pathways Grant. In the next year, I look forward to the expansion of the Senior Capstone Project, further development of a Computer Science Curriculum and the implementation of some part of the Innovative Pathways Program for our students.</li> <li><b>District Improvement Goal: Somerset Berkley Regional High School Schedule: MET EXPECTATIONS</b> The development of a new schedule is something that has been discussed for several years. The new schedule is a significant shift for the upcoming school year and will require a good deal of communication as students, educators and parents adjust to the change. The Superintendent’s leadership skills will be important as the school administration looks to implement the schedule, to address issues or concerns and to ensure that it offers every student the opportunity to meet his or her potential.</li> <li><b>District Improvement Goal: Student Discipline Review: MET EXPECTATIONS</b> This is another area where Mr. Schoonover has used analysis of data to inform his decisions. While the data ultimately did not support the assumption that many students were receiving out of school suspensions rather than attending school, consistency in discipline at the high school is one issue that has been brought up by parents.</li> <li>Superintendent has met or exceeded the instruction, assessment, evaluation and data-informed decision making goals. He constantly does this by his leadership and professional efforts.</li> <li>Agree the superintendent has met Goal One. I hope others who will be involved are as well prepared; many positive things have occurred in the realm of technology regarding Goal 2; under Goal 3 the introduction of computer science to the curriculum, and capstone projects are major accomplishments, and the application for an Innovation Pathways grant is an exciting prospect.</li> <li>Superintendent Schoonover has provided evidence of his commitment to instructional leadership through learning walks, various assessments and evaluation and the use of data-informed decision making. A process to identify struggling students in a timely manner through the use of Aspen and instructor feedback is needed. Superintendent Schoonover has identified this as a goal for 2019.</li> </ol>
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9. Mr. Schoonover routinely provides a wealth of data to the School Committee whenever there is an item to discuss or make a decision on. Data-Informed decision making is a hallmark of his interaction with us, and it is a norm for him to share information with the committee so we too can make informed decisions for our students and staff.
10. There are volumes of readily available information about student assessment and achievement that seem to be going unused. The analysis of all available data is key to understanding what the current state is and begin discussions of where the next steps need to be taken. Although I have seen some progress in this area in the last several months I feel that there was much more that could have been done last year to help our students and staff be successful. It is imperative that Mr. Schoonover get the school administration to live in the data. The sooner the administration is able to analyze and understand the student achievement data the sooner they will be able to help our students be more successful.
11. Superintendent Schoonover has been an advocate for continue and enhanced learning in our high school. He initiated and facilitated meetings with teachers to implement the Capstone Project to provide our Seniors with advanced learning on research, writing and presentation that is in line with his strategic goal of 21<sup>st</sup> century skills. Additionally, in alignment with the strategic plan, all freshman will be required to enroll in Introduction to Computer Science to expose them to the subject/career and enhance their technology skills.

**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"/>	<input type="checkbox"/>	<b>7 of 7</b>	<input type="checkbox"/>
<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>6 of 7</b>	<b>1 of 7</b>
<b>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>	<input type="checkbox"/>	<input type="checkbox"/>	<b>5 of 7</b>	<b>2 of 7</b>

<b>Overall Rating for Standard II</b> <i>(Check one.)</i>	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.
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Unsatisfactory

Needs Improvement

**7 of 7 Proficient**

Exemplary

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

1. Many positive accomplishments must be recognized under this standard including crisis management plan update, changes in the student services area and preparation of employee handbook. Addressing of vaping issues is an important issue which requires ongoing attention. Organization of various seminars and educational updates provides an important service to our district and can have a regional impact. It can also enhance the reputation of our school district. The superintendent is to be commended for sponsoring and/or organizing such programing.
2. Along with Lindsey Albernaz, Mr. Schoonover provides a depth of information during budget season unlike anything I have experienced in previous elected and appointed roles. Difficult decisions are a staple of budget season, but with his leadership and ongoing management, I always feel confident in the budget presented and the subsequent financial situation during the school year.
3. Mr. Schoonover and his team have greatly improved the overall operations of the district. The finances are always in perfect order and the administration can anticipate when there will be favorable or unfavorable variances. He has his team focused on maintaining compliance on all state federal and local mandates and policies.
4. Mr. Schoonover understands the laws, ethics and policies of the district and ensures they are met. Bullying policy and the student handbook were communicated to the students and parents. Mr. Schoonover's handling of the budget process demonstrated his ability to manage the expenditures of the district.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data

- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports

- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_

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



<p><i>Check one box for each indicator and indicate the overall standard rating below.</i></p>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>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.	<input type="checkbox"/>	<input type="checkbox"/>	7 of 7	<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"/>	6 of 7	1 of 7
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"/>	6 of 7	1 of 7
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	7 of 7	<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.
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Unsatisfactory

Needs Improvement

7 of 7 Proficient

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. Mr. Schoonover works with his administrators to support families to improve student's needs. Next step is to get more parents to respond to his program.</li> <li>2. Mr. Schoonover continues to collaborate with families to support student learning.</li> <li>3. Works with administrators in discipline situations to get positive results.</li> <li>4. See that communication from principal to families is more frequent and meaningful.</li> <li>5. By participating at school district events and attendance at town meetings Mr. Schoonover shows his commitment to his school and community.</li> <li>6. The superintendent is to be commended for the many programs cited such as the South Coast Educational Summit; CUTE opportunities and the FST programs with the READS Collaborative. The Freshman Technology Orientation was an excellent new initiative. The newsletters to parents and staff as well as to the school committee are also a great addition.</li> <li>7. There can never be too much outreach to parents and the community. Some possible future efforts could include more encouragement to participate on the school advisory council, PTO and parent workshops, recognizing this is a great challenge at the high school level. Involving community members in a mentoring program is another possibility.</li> <li>8. 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 at the high school on a frequent basis.</li> <li>9. Another key component of a student's educational experience is their involvement in extracurricular activities. Although there are many opportunities available I would like to see an unbiased assessment done of the current athletic and extracurricular activities to see if the current offerings meet the need of students and community. I believe with a few adjustments we can meet the needs of more students that will enhance their educational experience at SBRHS.</li> <li>10. His door is always open for any parent or community member that has a concern. The manner in which he accommodates all visitors is an example of his high level of professionalism.</li> <li>11. Superintendent Schoonover has continued to be an ambassador for our school throughout our local community and our neighboring communities as well. This was displayed last year with his continued work with the Bristol County Chamber of Commerce Education</li> </ol>
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Committee. Additionally, he and he administration organized and SBRHS hosted the second annual Southcoast Education Summit. He is also actively involved with local colleges in the area and has been invited to participate in panel discussions affecting the educational system and opened discussions with the local colleges for possible dual enrollment possibility for our students.

12. Superintendent Schoonover's strength has and continues to be his ability to actively listen, empathize and make decisions based on data and facts. His presence at events at the school or in the community is always met with an open and professional manner.

**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 of 7	2 of 7
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	3 of 7	4 of 7
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 of 7	1 of 7
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"/>	7 of 7	<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"/>	1 of 7	5 of 7	1 of 7

<b>Overall Rating for Standard IV</b> ( 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

**6 of 7 Proficient**

**1 of 7 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>Mr. Schoonover's communication skills are outstanding. He constantly exhibits this skill at our school committee meetings where his high standards are evident. He constantly seeks ways to improve student achievement. He supports learning to achieve higher standards of teaching and learning. He manages conflict by using his calm, cool demeanor which is his great assessment of situations.</li> <li>It appears the Learning Walks are an important innovation by the superintendent. Also, improving the Foundation for Teaching program for new teachers in cooperation with the STA is an important step. Hopefully, after both of these programs have been in place for a year or two, more measurable improvement in student performance will be evident. Similarly, the change in the high school schedule is an important step toward improving teaching and learning, an important achievement for the superintendent with the support of the school committee.</li> </ol>
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3. Superintendent Schoonover has elevated the professional culture during his tenure at Somerset Berkley. His approachable manner has allowed him to develop meaningful relationships and a level of trust amongst committee members, staff, families and students. One area of improvement would be to ensure that the principal responds carefully and promptly to communications from families.
4. Mr. Schoonover has shown patience and skill in managing conflict and difficult situations over the past year. A number of sensitive issues arose over the past year (Override 2.0, multiple contract negotiations, the new schedule) and he handled all of these and then some with expert ability.
5. Mr. Schoonover is an excellent communicator and can articulate his message to students, administrators, teachers, community members, and the school committee in a manner that is easy for all to understand. He is constantly seeking out more knowledge to improve his ability to bring the district forward and benefit students and staff. This perpetual learning is what allows him to identify better ways to educate our students and clearly communicate that vision to all stakeholders.
6. Superintendent Schoonover models standards and ethics for the entire district. He is committed to making decisions that are in alignment with the strategic plan and monitors progress to ensure continued efforts and initiative are moving forward to accomplish the goals set in the plan. He additionally continues to champion the Learning Walk process where classrooms are observed and data is gathered to have constructive discussions on effectiveness and curriculum needs.
7. Superintendent Schoonover's communication skills are and continues to be a strength for him. His ability to remain calm and professional with his staff, teachers, School Committee and the community is exemplary. This was displayed in public during various School Committee meetings and also during negotiations with various labor groups.

**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: _____                                       |