End-of-Cycle Summative Evaluation Report: Superintendent

Summary Page

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

Evaluator: _School Committee_____ _____**June 2015**_____
NAME   SIGNATURE   DATE

STEP 1: Progress Toward Goals - *Complete pages 7 & 8 first: check one for each set of goal(s).*

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)				X	
Student Learning Goal(s)			X		
District Improvement Goal(s)			X		
Other Goal(s)					

STEP 2: Performance on Standards - *Complete pages 3-6 first: check one box to summarize each standard.*

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. **Needs Improvement/Developing =** Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years. **Proficient =** Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance. **Exemplary =** A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide	Unsatisfactory	Developing	Proficient*	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture			X	

*for the level of experience attained

STEP 3: Rate Overall Summative Performance

Based on Performance on Goals (Step 1) & Standards (Step2) ratings. Check one box.

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

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

☐ Low   X Moderate   ☐ High

STEP 5: Add Evaluator Comments:
Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Developing, or Unsatisfactory or a Student Impact Rating of High or Low.

Comments:

Progress Towards Goals:

Professional Practice Goal- *Met*- due to Superintendent Angelakis' successful and ongoing participation in the New Superintendent Instruction Program.

Student Learning Goal- *Significant Progress*- work accomplished to study the methods of assessment currently being used and issues/concerns surrounding the practice of evaluating teachers. Several inconsistencies were documented and leadership team has dedicated significant time to the creation and implementation of a new tool. Plans to continue this work is scheduled this summer. A new consistent tool is not in place as of yet so this work will need to continue and this goal will remain a priority.

District Improvement – *Significant Progress*. Two goals within this category to review.
Effective Communication – significant work was done to strengthen communication in multiple directions.
- High visibility to the district personnel and the community by attending important school and town events throughout the year.
- Building strong working relationship with town departments i.e.: selectmen, town administrator, boards and committees.
- Twitter account created as new means of communication with public.
- Outreach to community organizations and PTO's
- State of School presentation at Town Meeting

Still work to be done to make these more robust, to grow and to be consistent with weekly updates to School Committee, and website updates.

Integrate Technology effectively to enhance teaching and learning- some/significant progress in beginning the process to identify the technological needs and planning issues of the district. Technology remains a top priority and goal of all school committee members. Significant work that has been done to study the current state of our technology and recent attempts to begin addressing the future needs of teachers and students has taken place. This has not borne the results desired and the committee is looking for a higher level of review and planning that takes into account the full breadth of technological possibilities for education over the next 5-10 years. This will remain a top priority for the next year.

Performance on Standards:

Superintendent Angelakis achieved an overall rank of *Proficient* – understanding that is in the context of expectations suitable for a first year superintendent. Areas that are still developing were noted and addressed in each section.

Overall, members of the committee noted similar strengths and areas for development and identified similar goals for the upcoming year.

Major strengths
- 25+ years experience working in the SPS
- Strong institutional knowledge of Swampscott schools, families and community

- Models dedication and high expectations, leading to higher performance from staff
- Builds and maintains strong working relationships
- Stabilizing force in the district
- Increased focus on Professional Development
- Forms effective partnerships with families, community and businesses to further the goals of the district

Developing areas
- Building and effectively utilizing central office staff and leadership team to allow Superintendent to focus on core responsibilities
- Long Term planning in the areas of technology, aging facilities, district goals
- Creating communication streams- consistent and creative means of communicating with public
- Problem Resolution – setting clear protocols for dealing with various issue types to minimize frustration/confusion when problems arise.
- Setting clear deliverables/ timelines on projects

Carin Marshall- Chair
Amy O'Connor – Vice Chair
Ted Delano
Gargi Cooper
Suzanne Wright

Superintendent Performance Rating for Standard I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Insert the "Proficient" description from the Elements and/or Indicators for Standard I that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
I-B-1 Instructional Practices: While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. **(SLG, Technology)**			X	
I-B-2 Quality of Effort and Work: Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently. **(SLG)**			X	
I-D-1 Educator Goals: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. **(SLG)**			X	
I-D-2 Observations and Feedback: Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient. **(SLG)**			X	
I-E-1 Knowledge and Use of Data: Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. **(Technology)**		X		
I-E-2 School and District Goals: Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals. **(Professional Practice, Technology)**		X		

Overall Rating for Standard I:

Unsatisfactory   Developing   XProficient*   Exemplary

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

Knowledge and Use of Data & School and District Goals-
Consistent use of existing data sources as well as creating new sources is needed to show trends, assess strengths and improvement areas. Accurate data assessment will help ensure that the district is producing the desired outcomes, and that goal setting and planning is efficient and measureable.

Superintendent Performance Rating for Standard II: Management and Operations

Promotes the learning and growth of all students and the success of all staff
by ensuring a safe, efficient, and effective learning environment, using
resources to implement appropriate curriculum, staffing, and scheduling.

Insert the "Proficient" description from the Elements and/or Indicators for Standard II that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
II-A-2 Operational Systems: Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. **(Professional Practice, Technology)**			X	
II-A-3 Student Safety, Health and Social Emotional Needs: Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. **(SLG)**			X	
II-C-1 Time for Teaching and Learning: Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective. **(SLG)**			X	

Overall Rating for Standard II:

Unsatisfactory   Developing   Proficient*   Exemplary

Comments and analysis *(recommended for any overall rating: required for overall rating of Exemplary, Developing, or Unsatisfactory):*
Superintendent Angelakis is rated proficient in all areas for this standard.

Superintendent Performance Rating for Standard III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Insert the "Proficient" description from the Elements and/or Indicators for Standard III that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
III-A-1 Family Engagement: Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. **(Professional Practice, Communication)**			X	
III-A-2 Community and Business Engagement: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. **(Communication, Technology)**			X	
III-B-1 Student Support: Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district. **(SLG)**			X	
III-C-1 Two-way Communication: Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions. **(Professional Practice, SLG, Communication)**		X		
III-D-1 **Family Concerns**: Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students. **(Professional Practice)**		X		

Overall Rating for Standard III:

Unsatisfactory   Developing   Proficient*   Exemplary

Comments and analysis *(recommended for any overall rating: required for overall rating of Exemplary, Developing, or Unsatisfactory):*
Two Way Communication-
Continuous search for new and creative ways to communicate the mission and goals of the SPS district to the community, the daily work being accomplished as well as larger projects and events is always needed to continue to keep the relationship strong between the families and community and the school district.
Family Concerns – The district consistently acts in the best interest of students any time a concern arises with a student. The Superintendent and leaderships teams are commended for their dedication to these efforts.
Continuous supports and procedures need to be in place and monitored frequently to ensure that all concerns are dealt with in a timely and consistent manner.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture
of reflective practice, high expectations, and continuous learning for staff.

Insert the "Proficient" description from the Elements and/or Indicators for Standard IV that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
IV-A-1 Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. **(PPG, SLG, Technology)**			X	
IV-A-2 Mission and Core Values: Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. **(PPG, SLG)**		X		
IV-A-3: Meetings: Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior. **(Professional Practice, SLG)**			X	
IV-C-1 Communication Skills: Demonstrates strong interpersonal, written, and verbal communication skills. **(Communication)**			X	
IV-E-1 Shared Vision Development: At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. **(PPG)**			X	
Overall Rating for Standard IV:				

        Unsatisfactory   Developing   Proficient*   Exemplary

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

Mission and Core Values
The Superintendent and her district leadership team, in tandem with the School Committee have worked towards creating a new consistent and clear mission and vision for the district. As this work is completed it will be the responsibility of the Superintendent to promote and model those values to the rest of the district and ensure that those ideals are used in all areas of the districts work, planning and decision making. Strategic planning is currently underway with these core values providing the direction.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement. Check one box for each goal.

		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
	Professional Practice Goal(s)					
1	**New Superintendent Induction Program (NSIP)** Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the NSIP and earning at least Proficient rating on each major assessment.				X	
1A						
	Student Learning Goal(s)					
2	**Calibrated High Quality Educator Evaluation** By June 2015, principals' and district administrators' ratings of classroom instruction will be reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement.			X		
2A						
	District Improvement Goal(s)					
3	**Effective Communication – Schools, Homes, and Community** By June 2015, the Superintendent will implement communications strategies to improve internal and external communication in order to promote Swampscott as a professional, responsive, and well-managed district dedicate to student achievement.			X		
3A	**Integrate technology effectively to enhance teaching and learning for all students.** Will begin the implementation of a 5-year technology plan for the Swampscott Public Schools.			X		

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

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