

End-of-Cycle Summative Evaluation Report: Superintendent 2017-2018



Superintendent:	Sheldon Berman	approved by the School Committee with a vote of 5-0	27 June 2018
Evaluator:	Andover School Committee Composite Evaluation		
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

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

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Expectations are high of Dr. Berman, and the goals set for FY18 work were appropriately lofty. He and his team took on an ambitious agenda through the agile strategic plan, and the Superintendent continually worked toward meaningful advancement of student learning and, at times, cultural change. Dr. Berman's ability to define direction, organize resources, and empower staff on a variety of fronts – all while managing the day-to-day operations of the district – is testament to his dedication and commitment to Andover being a highly performing district for all students.

As has been noted both privately and publicly, Dr. Berman is responsible for and has acknowledged two significant incidents that distracted the School Committee's attention from important work. To some, these well-publicized incidents have the effect of undermining confidence in Dr. Berman, which is truly unfortunate in light of the overall positive impact his work has on the district and on students.

However, on balance, Dr. Berman's leadership style, energy, and experience have brought strong results to Andover. He continues to have a significant positive impact on student learning and improvements across all programs and demographics.

More specific feedback is provided below in the context of DESE-defined "performance standard" categories.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
Goal 1	<p>Standard IV: Professional Culture; Professional Practice Goal</p> <p>The superintendent will facilitate progress of the seven sprints of the agile strategic plan: Literacy, AHS Schedule, Mental and Behavioral Health, Social-Emotional Learning, Accessible Digital Media, Progress Monitoring, and Innovation.</p> <p><i>Evidence/Product: Each sprint moves forward on action steps to achieve their targets.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student Learning						
Goal 3	<p>Standard I: Instructional Leadership; Student Learning Goal</p> <p>The superintendent will work with the director of student services and the assistant superintendent for curriculum and instruction to address students' reading issues, including issues related to dyslexia, and to strengthen the literacy program through use of additional data tools to identify students needing support and areas of program improvement; continued professional development to deepen the skills and knowledge of teachers and instructional assistants; implementation of TextHelp for students and teachers; piloting of a new literacy program for elementary grades; and enhancement of reading interventions and programs.</p> <p><i>Evidence/Product: Document the assessments in use for early identification and progress monitoring and the professional development offered to both regular education and special education staff with the long-range target of making effective progress in addressing students' language-based issues, with particular attention to students with dyslexia.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>Goal 4</p>	<p>Standard I: Instructional Leadership; Standard III: Family & Community Engagement; Student Learning Goal</p> <p>The superintendent will provide data analyses and reports to help assess curricular strengths and areas requiring growth related to student academic performance, as well as to assess Andover's performance relative to other comparable communities.</p> <p>Evidence/Product: Provide analytical data reports that track the district's academic and fiscal performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>District Improvement</p>						
<p>Goal 2</p>	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration, the School Committee, the AHS Facility Study Committee, MSBA, and the community to move forward on the district's capital plan, with particular attention to the MSBA process for renovation/replacement of West Elementary and a renovation/addition to Andover High School.</p> <p>Evidence/Product: Continued progress toward the renovation/replacement of West Elementary and the renovation/addition for Andover High School.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Goal 5</p>	<p>Standard III: Family and Community Engagement; District Improvement Goal</p> <p>The superintendent will work within the limitations of staffing with administrators, faculty, and parents to enhance communication among these district stakeholders and within the community in order to strengthen appreciation of the valuable contributions the district is making to students and the community at large.</p> <p>Evidence/Product: Implement communication strategies and propose staffing and funding requirements needed to implement a more effective communications system.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Goal 6</p>	<p>Standard II: Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for finance and administration, the Superintendent's Administrative Team, the School Committee, and the Town Manager to identify budget needs as early as possible, establish priorities, communicate with town leaders and the public regarding budget needs, prepare thorough and timely budget documents, and attempt to reach an early and responsible budget agreement.</p> <p>Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

The Superintendent is firmly focused on the delivery of a strong PK-12 education, and Andover students have enjoyed an ever-improving district since Dr. Berman arrived.

Dr. Berman provides clear, forceful, inspired leadership. He has successfully set direction and engaged staff to participate in and aspire to the continuous improvement. He is tireless in his commitment to helping everyone in Andover Public Schools (APS) do their very best work.

Creation of the APS “Theory of Action” and the implementation of that vision through the agile strategic planning process – including 7 sprint teams this year – has concentrated focus for all of the senior staff in the district and illustrated Dr. Berman’s commitment to exemplary instructional leadership.

Through the sprint teams, Dr. Berman has driven a high level of commitment and passion from members of the individual sprints, with teamwork and cooperation evident from the group presentations. He provides a steady hand with considerable focus on staff being able to do their jobs well and to make improvements for themselves and, by design, for the benefit of the district and students.

The sprints appropriately focus on improvements to and delivery of strong academic programs (AHS Schedule, Literacy, Accessibility, Progress Monitoring, Innovation) but also encompass education of the whole child (Mental & Behavioral Health, SEL). The Sprint efforts enable student growth and development in a breadth of areas: critical thinking and new problem-solving skills; strengthen empathy; understand diversity and inclusion; bring a sense of community; and demonstrated impressive progress on language-based issues.

By defining direction, organizing resources, and empowering staff to push traditional boundaries of teaching, Dr. Berman has led to the continuous improvement of Andover students. Much work has been done which will undoubtedly result in improved learning, growth and support.

Examples of evidence superintendent might provide:

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



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Dr. Berman has deftly managed his staff of professionals in such a way that the district should be proud of the way in which goals are stated, matched with timelines, and then implemented.

Through his leadership and his example, Dr. Berman has helped attract outstanding new members to key positions through an inclusive and thorough hiring process. This will continue to raise the bar for all staff. The leadership that Dr. Berman displays and the respect he has earned from staff demonstrates APS is a district in which professionals aspire to work.

For those issues which fall under the jurisdiction of the School Committee (e.g., calendar, athletic fees), the Superintendent and his staff should focus more on developing options and objectively analyzing the pros and cons of those options rather than advocating for a particular outcome, although the Superintendent's recommendation is always valued. Additionally, part of Dr. Berman's job to ensure the Committee has all the information needed to make highly informed decisions that are in the best interests of the district, and to ensure that requests by the Committee for additional information or for alternative proposals are addressed. It is critical that the Committee have a high level of trust in the processes over which Dr. Berman has authority.

Significant progress was made in advancing projects for critical improvements to the physical learning environment at both West Elementary and Andover High Schools. Although much work remains on each, outstanding committees have been formed, and Dr. Berman should work collaboratively with those committees and, particularly, their chairs, to consider the pros and cons of all available facility approaches. Collective decisions will need to be fostered and promoted together with the community.

Additionally, Dr. Berman's passionate approach to the district's Capital Improvement plan maintained focus on the security and structural needs in all school buildings, including a highly anticipated project this summer to add an interior vestibule at the high school.

This school budget process for FY19, led by the Dr. Berman and his staff, was successful by all accounts. The budget presented to Annual Town Meeting was fiscally responsible; met both the Town Manager's recommendation and that of the Long Range Financial Planning group; went a far way to resolve a long-standing issue around textbook funding source; and obtained the consensus support of the School Committee, Board of Selectmen and Finance Committee well in advance of Town Meeting. Each of these points was a significant accomplishment.

Also related to the budget, Dr. Berman's immediate leadership to advocate for state funding of the circuit breaker at historical levels included work with legislators, submitting letters and detailed documentation, and organizing his peers across the state. Ultimately, the result was an important increase of state funding to Andover. Our district is reaping the benefits of a leader who has worked in many other districts, has a vast network of other professionals and understands how state government works (or doesn't work) for public school districts.

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

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>					
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Dr. Berman is a constant presence at Andover schools, within our community, and at a wide range of school and non-school events. Through that direct link, he is able to obtain first-hand information and insight into our school communities, their strengths, and where there may be additional needs. Additionally, Dr. Berman has fostered important partnerships with Andover's private educational fund as well as local businesses which has afforded Andover students increased exposure to innovative educational opportunities.

The Superintendent very much takes to heart the importance of making APS a welcoming place for all members of our community and has been a leader in this area. He has consistently supported inclusiveness and tolerance, including in emails to the district, and has taken action that safeguards rights and calls out objectional behavior.

Devoting staff time to data analysis has enabled significant progress in collection and understanding student performance metrics. Much more can and should be done to refine the analysis and translate it into concrete recommendations on adjustments in education delivery. Additionally, the district would benefit from work to disseminate data, including a communication strategy to present the district's achievements accurately.

The district has done what it could within the limitations of staffing to effectively communicate with district stakeholders and the community. Dr. Berman has done a nice job communicating program successes, individual achievements, and highlights of the district in regular updates and School Committee meetings; and in representing Andover in the academic community nationally. With respect to local incidents, the district needs to do a better job finding a balance between providing transparency of information and triggering alarm. There is much enthusiasm for the new Communications Coordinator position and ways this role will enhance communication.

Additionally, there have been unfortunate distractions that interfered with the communication of the district's accomplishments, each of which Dr. Berman has acknowledged. The Committee has had to spend time this year addressing issues caused by communication lapses on Dr. Berman's part which created unnecessary spectacle for our district and derailed the normal work of the School Committee. To some, these incidents have the effect of undermining confidence in Dr. Berman, which is truly unfortunate in light of the overall positive impact his work has on the district and on our students.

Examples of evidence superintendent might provide:

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|--|---|---|
| <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"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

The Superintendent fully embraces and promotes the importance of a districtwide culture of reflective practice, high expectations, and continuous learning for staff. The use of "sprint teams" has been extremely effective and Andover is fortunate to have many professionals in the district who care deeply about students and possess the requisite skills to lead authentic improvements in the district.

Dr. Berman empowers those who work for him and, by doing so, it creates opportunity for innovative collaboration amongst administrators, faculty, and staff. This teamwork and ownership allows staff to make the district the best it can be for each individual student while still facilitating community connection amongst all students.

This year, substantial effort went into ongoing program improvements for literacy and language-based learning in particular. Emphasis on continuous learning and significant professional development opportunities for staff have been critical to improve student interventions and outcomes.

During Dr. Berman's tenure, there has been a shift to collect and respond to performance data in a "data-reflective culture." Much more can and should be done to refine understanding of the data collected so it can be translated into concrete recommendations on adjustments in education delivery.

Examples of evidence superintendent might provide:

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|--|--|---|
| <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: _____ |