

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



**Superintendent:** Sheldon Berman \_\_\_\_\_  
**Evaluator:** Paul Murphy \_\_\_\_\_ 6.15.18 \_\_\_\_\_  
**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 type="checkbox"/>	<input checked="" 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:

Much of what I have written in other sections of this document support these two ratings. Shelley set lofty goals – appropriately. By saying that he is proficient means that he achieved his goals with the help and support of a stellar team of leaders and staff.

I have very little evidence on which to base “student learning.” I believe that Andover is a strong district and one in which our students can thrive. Shelley has provided strong leadership as its superintendent and the trickle down effect of his leadership has moved the needle on many areas of student learning. Measuring student learning, however, is a difficult thing to do year to year. I believe that if Shelley keeps leading the district in the ways that we have become accustomed, our students will continue to improve across all demographics.

On balance, I believe that Shelley’s leadership style, energy and experience have brought strong results to Andover. I hope he feels proud of his accomplishments and those of his team. In the coming year, I hope and expect that we will work to avoid situations that hurt the progress being made.



## 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>						
Goal 1	<p><i>Standard IV: Professional Culture; Professional Practice Goal</i></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 checked="" type="checkbox"/>	<input type="checkbox"/>

Student Learning						
Goal 3	<p><b>Standard I:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 4	<p><b>Standard I:</b> Instructional Leadership; <b>Standard III:</b> Family &amp; 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><i>Evidence/Product: Provide analytical data reports that track the district's academic and fiscal performance.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
Goal 2	<p><b>Standard II:</b> 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><i>Evidence/Product: Continued progress toward the renovation/replacement of West Elementary and the renovation/addition for Andover High School.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>Goal 5</p>	<p><b>Standard III:</b> 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><i>Evidence/Product: Implement communication strategies and propose staffing and funding requirements needed to implement a more effective communications system.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Goal 6</p>	<p><b>Standard II:</b> 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><i>Evidence/Product: Thorough, well-documented budget that enables the district to move forward with consideration for capital needs and town funding capacity.</i></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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> 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"/>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E. 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<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.
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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):**  
 (Note: Superintendent Berman's 2017/18 goals 3 & 4 were intended to fall in this Standard I category.)  
 From what I have observed and understood, Shelley provides clear, forceful, inspired leadership to his senior leadership team and to members of the district staff. He is tireless in his commitment to helping everyone in APS do their very best work. From providing countless professional development opportunities to help in our literacy program to his district-wide emails on important topics of our time, Shelley communicates a steady hand whose efforts are fully focused 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 our students. Our students, in my view, have enjoyed an ever-improving district since Shelley arrived. I have to give credit to him and to the strong staff whom he inherited.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback

- Analysis of staff feedback
- Relevant school committee meeting agendas/materials

- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits

Other: \_\_\_\_\_



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> 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"/>
<b>II-B. Human Resources Management and Development:</b> 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"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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"/>
<b>II-D. Law, Ethics, and Policies:</b> 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"/>
<b>II-E. Fiscal Systems:</b> 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"/>

<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.
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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):**  
 (Note: Superintendent Berman's 2017/18 goals 2 & 6 were intended to fall in this Standard II category.)

Shelley 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. Shelley leans on his team in effective ways. Through his leadership and his example, he has helped attract new members to the professional staff who will continue to raise the bar for everyone. We are a district to which professionals aspire to come to and this is due in large part to Shelley's leadership, in my opinion. ON the state and national scene, Shelley is a leader and his stature has helped bring funds to Andover as well as important guest speakers for the staff. We are reaping the benefits of a leader who has worked in many other districts, has a vast network of other professionals and understands how state and national government works (or doesn't work) for districts like ours. This has been a challenging year for funding and in terms of gun violence in schools nationally. While I applaud the work being spearheaded for the summer, I do think

we as a district and Shelley as a seasoned superintendent might have been expected to see the vulnerabilities at the high school in particular, ahead of this year of violence. That said, I am very glad we will make the move this summer to securing our doors at the high school and in other schools as we are able.

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



## 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>				
<b>III-A. Engagement:</b> 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"/>
<b>III-B. Sharing Responsibility:</b> 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"/>
<b>III-C. Communication:</b> 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"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Proficient

Exemplary

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

(Note: Superintendent Berman's 2017/18 goals 4 & 5 were intended to fall in this Standard III category.)

I assigned "proficient" to Shelley in this standard as a way to signal that some areas of communication with the community are "exemplary" while others are "needs improvement." Shelley is the consummate positive communicator. He is out and about in schools and in the evenings to a degree that is "exemplary." His is an inclusive personality and this resonates with many in Andover and a few parents have mentioned that to me. His messages in times of significant national upheaval have proven to be masterfully delivered in a timely fashion. This is very important in a district of over 6000 students and one that is changing rapidly in terms of demographics, language and culture. No one is more attuned to these needs than Shelley.

That said, Shelley was directly responsible for upheaval of the community in two instances involving the athletic program this year. The first, while out of the hands of the district, was made worse by communications missteps that I would not consider typical of a 25 year veteran superintendent. The second, an accidental release of a personnel document, was far more egregious – especially in light of the work that the committee needed to do in redacting minutes that contained details of his own personnel matters. I accept that this was a mistake made in the spirit of helping a colleague and as a way to provide a swift resolution to a painful episode of a coach. And still, the leader of the district with 25 years of experience should be expected not to make this kind of mistake given the amount of sensitive information that he handles on a daily basis. I've told Shelley that this shook my confidence in him; that I cannot be sure that another sensitive mistake will not happen again. He accepts that as well and we agree to move on for the benefit of the district which, to a large degree, is in better shape than when he arrived. Additionally, we all benefit from consistent, competent leadership at all levels and our ability to attract leaders in the future is predicated on a school committee that does not make rash decisions based on emotion.

**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
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>IV-A. Commitment to High Standards:</b> 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"/>
<b>IV-B. Cultural Proficiency:</b> 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"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> 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"/>
<b>IV-E. Shared Vision:</b> 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"/>
<b>IV-F. Managing Conflict:</b> 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"/>

<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

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
 (Note: Superintendent Berman's 2017/18 goal 1, including seven sprints, were intended to fall in this Standard IV category.)  
 Shelley's use of sprints has been extremely effective from my vantage point. We are fortunate to have many professionals in the district who 1. Care deeply about our kids and 2. Possess the requisite skills and knowledge to lead and participate in authentic improvements in the district. A less confident superintendent might be intimidated by the the level of expertise in Andover. Not Shelley. He reaches out to those who can help make a difference and engages them in the hard work of identifying a problem and then working toward attainable means toward improvement. I've been so very impressed by the sprint teams – and since our job is only to evaluate the superintendent, I am happy to assign Shelley's due credit for this successful year in making so many improvements. The needle has been moved in so many areas and I am looking forward to the work that will happen to keep those needles moving and to see what other areas the staff in the district can be asked to examine. There is truly a strong team mentality in the district and Shelley has much to be proud of in terms of his leadership style, his compassion for others and for his boundless energy for making the district the best it can be for EACH INDIVIDUAL STUDENT.

**Examples of evidence superintendent might provide:**

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