

# End-of-Cycle Summative Evaluation Report: Superintendent 2018-2019



**Superintendent:** Sheldon Berman \_\_\_\_\_  
**Evaluator:** Paul Murphy \_\_\_\_\_ 6/18/19 \_\_\_\_\_  
**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 checked="" type="checkbox"/>	<input 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:

I believe the APS is in a very strong position – poised to become stronger in the coming years. MANY initiatives have begun to show fruit and many more will come in the years ahead. Shelley is to be commended for being the head farmer in planting these seeds. He has a very strong team that appears to work well together – gaining strength from his vision while also being allowed to lead on their own in their own orbits. We are a large district and this can be a strength and a liability. Shelley’s leadership style has ensured that it has been a strength. There is accountability and there is support. There is support for all levels of student achievement.

It seems to me that the past 4 years have been pivotal in the history of APS. Shelley has been the right manager at the right time. While the court of public opinion will always have voices on both sides of a town leader, from my vantage point on the committee, Shelley has worked tirelessly on behalf of the students in Andover – and these are the ultimate beneficiaries of any school system. We are lucky to have the adults in this community who care deeply about each individual child while also looking out for the institutions that support individual learning and growth. Shelley has supported those adults at every step of the way – through his presence at events to his securing of grants and funding for important work to his lending his veteran status as an educational leader in Massachusetts.



## 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						

<p>Goal 1</p>	<p><b>Standard IV: Professional Culture; Professional Practice Goal</b></p> <p>The superintendent will facilitate progress of the seven cross-functional sprint teams in order to move forward on the agile strategic plan: Literacy, AHS Personalization, Mental and Behavioral Health, Social-Emotional Learning, Accessibility, Progress Monitoring, and Innovation.</p> <p><i>Evidence/Product: Each sprint moves forward on action-specific steps identified in the attached matrix to achieve their targets.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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**Student Learning**

<p>Goal 3</p>	<p><b>Standard I:</b> Instructional Leadership; Student Learning Goal</p> <p>The superintendent will work with the assistant superintendent of student services and the assistant superintendent for teaching and learning to enable the district to implement a strong core literacy curriculum and interventions that address students' reading issues, including issues related to dyslexia, by: a) launching a three-year phase-in of a new elementary literacy program through a year-long professional development program for all teachers; b) enhancing the use of such diagnostic tools as DIBELS, MAP, and early screening measures to identify students needing support and areas for program improvement; c) continuing professional development to deepen the skills and knowledge of teachers and instructional assistants in core curriculum and intervention approaches to address students' reading development; d) implementing computer-based accessibility tools and universal design for learning strategies for students and teachers; and d) expanding reading interventions and programs at the middle and high school levels.</p> <p><i>Evidence/Product: Document the assessments in use for early identification, universal screening and progress monitoring; the professional development offered to both regular education and special education staff; and the program supports implemented at the middle and high school levels, with the long-range target of demonstrating improvement in students' reading performance, particularly for students with language-based reading issues. (We should begin to see improved reading performance on MAP and MCAS beginning with the 2020 administration of these assessments, as well as a reduction in the percentage of students identified as learning disabled in reading at the elementary level.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Goal 4</p>	<p><b>Standard I:</b> Instructional Leadership; <b>Standard III:</b> Family &amp; Community Engagement; Student Learning Goal</p> <p>The superintendent will provide detailed and reliable data analyses and reports to help assess curricular strengths and implement changes in areas that require 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 on MCAS, MAP and other assessments that track the district's academic trends and our comparative performance among similar communities, as well as provide trend data on the district's financial investments in comparison to other similar communities.</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 and the director of facilities to make progress on: a) the district's capital plan and large facility projects, with particular attention to supporting the work of the AHS Facility Study Committee and the West Elementary School Building Committee, b) the MSBA process for renovation/replacement of West Elementary, and c) working with the School Committee, town leadership, community and other stakeholders to define and evaluate options for additional school facility improvements, including those at Doherty Middle School and a Pre-K facility.</p> <p><i>Evidence/Product: Continued progress toward the renovation/replacement of West Elementary, the renovation of/addition to Andover High School, a capital plan for Doherty, a strategy for a Pre-K facility, and a viable capital improvement plan to address the needs of the other school buildings.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 5	<p><b>Standard III:</b> Family and Community Engagement; District Improvement Goal</p> <p>The superintendent will work with the communication coordinator, administrators, faculty, School Committee, and parents to enhance communication among these district stakeholders and within the community in order to keep the community informed of district initiatives, events, and achievements; enlist feedback on ways to address issues confronting the district; and strengthen appreciation of the valuable contributions the district is making to students and the community at large.</p> <p><i>Evidence/Product: Documentation of and metrics related to additional communication strategies including regular web and social media communications, greater website accessibility and usability, press releases and media coverage of events and achievements, and community forums that enhance regular on-going communications with staff, parents and the community.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Goal 6	<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, implement financial reporting processes that drive confidence in school department transparency, prepare thorough and timely budget documents, communicate with town leaders and the public regarding budget needs, 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"/>

<p>Goal 7</p>	<p><b>Standard II:</b> Management and Operations; District Improvement Goal</p> <p>The superintendent will work with the assistant superintendent for teaching and learning and key stakeholders on the development of potential options for later start times for secondary students, and will provide objective information concerning the benefits and drawbacks of various options to the School Committee to enable it to evaluate the feasibility of and receptivity to the potential options so that the School Committee can make an effective decision.</p> <p><i>Evidence/Product: A report on the feedback and proposed options for changing start times, along with an explanation of the positive and negative implications of each option and an assessment of its feasibility, effectiveness and acceptability.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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# 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 2018/19 goals 3 & 4 are intended to fall in this Standard I category.)  
 Dr. Berman's leadership within this Instructional Leadership category is very good. The staff across the district have high standards for students – while at the same time, they exhibit flexibility and compassion for the students in their care. Dr. Berman, as the leader of the district, encourages this level of professionalism within the district. Dr. Berman is especially focused on data-driven decisions and spends a good deal of time reflecting on this part of his responsibilities. Data has an important role to play in education today – it is one of the main tools that districts can use to determine how effective they are in providing educational opportunities.

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
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<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 2018/19 goals 2, 6 & 7 are intended to fall in this Standard II category.)  
 Dr. Berman is a seasoned educational leader who is well-versed in the rules of districts and how to manage them. Dr. Berman leads well in this area. The budget process is the most visible area in this set of expectations and Dr. Berman performed well this year with regard to the budget, its creation and its presentation.

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>				
<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.
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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 2018/19 goals 4 & 5 are intended to fall in this Standard III category.)  
 I believe that Dr. Berman has tried to address issues of family and community through the use of the Communications Coordinator; this extra person has helped enormously. Regular communication helps any community understand the complex nature of any human endeavor, like schooling. Community members need to know about everything that is happening in order to form a balanced view. The district and Dr. Berman still have difficulty with some families and some community members. It seems this may never dissipate and will remain a constant challenge. Still, there remains work to be done to heal past relationships and to ensure that future relationships are nurtured well.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<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

<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b></p> <p>(Note: Superintendent Berman's 2018/19 goal 1, including seven sprints, are intended to fall in this Standard IV category.)</p> <p>Dr. Berman models good and professional behavior. He has consistently insisted that teachers and students do their very best each day. He visits schools and classrooms to show his interest and to observe the great teaching and learning that is happening in APS. As mentioned, he is data-driven and looks to increase all means of data mining so that the district may improve upon its already stellar performances. The staff has an enormous number of professional development opportunities – continuous learning is valued. Dr. Berman has led the way in terms of cultural proficiency – this is a hallmark of APS.</p>
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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: \_\_\_\_\_