

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



Superintendent: Sheldon Berman
 Andover School Committee
Evaluator: Proposed Composite Evaluation

Name	Signature	Date
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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	X 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	X Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	X Significant Progress	<input 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.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<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:

Dr. Berman has worked tirelessly on behalf of the students in Andover and he continues to maintain an unfailing commitment to reaching all of Andover's students with an engaging and rigorous curriculum. Andover continues to benefit from Dr. Berman's steady leadership, and important improvements this year add to a long track record of strategic accomplishments. Through the sprints and other initiatives, the district continues to move forward in multiple areas that are benefiting our students and preparing them for future success. Dr. Berman's work considers students first and emphasizes a well-rounded education that importantly provides more than textbook learning. The growth of the Capstone and Global Pathways programs demonstrates Dr. Berman's commitment to innovation, an important factor in our students' ability develop the critical thinking skills they will need as their academic careers progress. He drives ongoing and new initiatives to improve student outcomes not just in terms of academic performance, but also with respect to social emotional learning and behavioral and mental health.

Dr. Berman 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. This willingness to empower his administrative team, along with his commitment to employing excellent staff, positions our district with leadership strength for many years to come.

Through Dr. Berman's leadership, the District has made significant progress in addressing facility needs and in shepherding the budget process to a successful conclusion.

The addition of a Communications Director this year has greatly benefitted the district by better informing the community of the district's successes and allowing Dr. Berman to focus his efforts on his primary responsibilities of operational management and instructional leadership. Dr. Berman should ensure the Communications Director is fully empowered to manage district communications, particularly in areas where there is the potential for controversy.



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><i>Standard IV: Professional Culture; Professional Practice Goal</i></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>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>X</p>	<p><input type="checkbox"/></p>
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Student Learning						
<p>Goal 3</p>	<p>Standard I: 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>Standard I: Instructional Leadership; Standard III: Family & 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement						
Goal 2	<p>Standard II: 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"/>	X	<input type="checkbox"/>
Goal 5	<p>Standard III: 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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Goal 6	<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, 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"/>	X	<input type="checkbox"/>

<p>Goal 7</p>	<p>Standard II: 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Superintendent's Performance Rating for Standard I: Instructional Leadership



	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):
 (Note: Superintendent Berman's 2018/19 goals 3 & 4 are intended to fall in this Standard I category.)
 The impressive work continued with the district's multi-year literacy instruction investment, including the launch of a core literacy curriculum, continued professional development, continued implementation and refinement of assessments, and program development at all levels. It is science-based and has multiple components, all of which appear to have been very thoughtfully developed. Signs are positive that these efforts are having meaningful impact on our students, and the district is seeing notable improvements in standardized test scores, including with elementary students with disabilities. 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 is especially focused on data-driven decisions and spends a good deal of time reflecting on this part of his responsibilities. However, more can be done to better assess curricular strengths and weaknesses, to focus on areas needing greater attention, and to assess Andover’s performance relative to comparable districts. The addition of a data analyst in the FY20 budget should be helpful in these areas.

The integration of literacy, the arts, and social studies has been a multi-year focus, beginning with the NEAL grant and now emerging as the “One Community, One Nation” (OCON) effort. There is expectation this work will produce an inspiring curriculum that is stronger than an alternative off-the-shelf purchase, and could ultimately bring innovative learning opportunities to students, particularly those in late-elementary grades. However, and potentially because of the unique process, communication around these efforts has not been seamless, which has distracted from the good work and raised questions around oversight and process. In addition, the large number of hours teachers spent outside of class over the past year under what was classified as “professional development” raises concerns because it took place before the committee approved moving forward with the OCON curriculum.

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*):
(Note: Superintendent Berman's 2018/19 goals 2, 6 & 7 are intended to fall in this Standard II category.)

Improvement of Andover's school facilities remains an important area of focus, and under Dr. Berman's leadership the district has made significant progress. Following an aggressive schedule, West Elementary has moved into the feasibility phase and the project is on track to move as quickly as the MSBA structure allows. Again this year, an excellent Statement of Interest was submitted to the MSBA seeking partnership for an Andover High building project. In addition, needed improvements were made to entrance security at AHS. Dr. Berman also prioritized and smoothly shepherded other capital improvement projects through the budget process. He worked with DiNisco architects to develop options to address capital improvement needs at Doherty Middle School and present options to the committee. However, DiNisco focused far too much on complete renovation or replacement of the school and not enough on the realistic steps needed to be taken in the nearer term to keep the school operating efficiently until a major project can be undertaken.

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. The Superintendent's state-wide leadership on reform of the Foundation Budget formula and advocacy for fully funding the Circuit Breaker are quite noteworthy. The district benefitted greatly from additional state aid for education (chapter 70) during this budget cycle. Once again, Dr. Berman was able to work with all stakeholders to develop a consensus budget that was approved by all three boards and at Town Meeting without question or objection. Of note, this budget completed the movement of textbook expenditures out of the CIP and into the school operating budget and provided additional reductions in FDK tuition.

The start time workgroup has been actively working since the fall and has thoughtfully examined many issues related to changing start times and has done some strong work, namely in work with stakeholders throughout the district, community outreach, communication of the workgroup's progress, and the creation and execution of a survey. However, at this point, more should have been accomplished to narrow potential logistical options, including an understanding of how bus routes could be optimized or compressed, and what additional options exist at varied levels of investment in transportation.

Examples of evidence superintendent might provide:

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|---|---|---|
| <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>				
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):
 (Note: Superintendent Berman's 2018/19 goals 4 & 5 are intended to fall in this Standard III category.)

Dr. Berman is well-known for his regular presence in all of the district's schools and is appreciated for his accessibility, his personal engagement with teachers, staff and students, and his presence at countless school and community events. He also deserves great credit for his continued efforts to make APS a welcoming place for all students and families. We encourage Dr. Berman in the coming year to consider opportunities for engagement in less structured interactions with families and the community. This will enable additional connections and dialogue on areas of importance to individuals in the APS and Andover communities that may not be otherwise possible and may help heal some past relationships and ensure that future relationships are nurtured well.

The district greatly benefitted from the work of a new Communications Director this past year. Her work significantly improved Andover's ability to showcase successes through media outlets and district email communications. Warrior Wednesday has proven to be a valuable communications tool. Additionally, response to emergency/crisis situations improved thanks to the involvement of the Communications Director. However, Dr. Berman should ensure that all administrators work with the Communications Director when they are contemplating actions that may prove controversial or otherwise newsworthy, be they personnel actions or the roll out of a new curriculum. Improved website usability is an area of significant need, including ensuring that all residents, whether or not they have students in the schools, can find important information about what is happening in the district. Also, improved communication with key

stakeholder groups, expansion to broader contact points in the APS and non-APS community, and dissemination of data – specifically, student performance and district financial metrics – are important areas for future focus.

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
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

<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</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 and maintains a clear focus on the learning and growth of all students and the success of all staff. He has led the way in terms of cultural proficiency, one of the hallmarks of APS.</p> <p>The development and execution of the agile strategic plan has not only provided the opportunity to address important district initiatives but has also created strong teams of administrators, faculty, and staff across the district. The sprint work and results continue to be impressive. It is benefiting students, particularly in literacy, social-emotional realms, and the development of "authentic learning" opportunities. In addition to demonstrating deep competence and progress in various areas important to the district, it is excellent to see the cross-functional collaboration of district leaders across job roles. It clearly has helped the district's administrators operate as a team rather than in "silos." However, evaluating the number and scope of sprints in the coming year to</p>
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ensure continued effectiveness of the model and to ensure that administrators feel they can appropriately balance the demands of their “day jobs” with the demands placed on them by the sprints is a reasoned approach.

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: _____