

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



Superintendent: Sheldon Berman _____
Evaluator: Tracey Spruce _____
Tracey Spruce _____
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 checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> 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.

	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:

More detailed feedback on Dr. Berman's specific goals is set forth below. Generally, however, Dr. Berman's leadership and educational vision continue to benefit Andover's students in a variety of important ways. 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. As student mental health needs steadily increase, Dr. Berman appropriately prioritizes support to enable the district to service those needs. Dr. Berman appreciates the link between student mental health and academic performance and works hard to keep all stakeholders focused on addressing student needs in both areas. Given his appreciation for this important issue, progress on the school start times study (in particular, analysis of transportation factors) is behind where I expected it to be.

The growth of the Capstone and Global Pathways programs demonstrate 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. Andover's staff and students are fortunate to have opportunities to learn "design thinking" skills and programs within which to apply those skills. Dr. Berman is credited with overseeing the continued development and expansion of these innovative initiatives within the district.

The addition of a Communications Director this year has benefitted the district by allowing Dr. Berman to focus his efforts on his primary responsibilities of operational management and instructional leadership. Dr. Berman should ensure the Director is fully empowered to manage district communications, particularly in areas with the potential to be controversial.

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><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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input 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.)
 Ongoing progress in literacy continues to be a cornerstone of Dr. Berman's instructional leadership and it is exciting to see earlier-than-expected improvements in certain MCAS scores due to the district's investment in its literacy programs. Easily accessing data of this nature on the website continues to be challenging for users, and improvement in this area would better enable stakeholders to appreciate the meaningful progress being made.
 The district's relationships with Boston hospitals offer interesting opportunities to collaborate with experts in the field of learning supports for our students. The committee might benefit from a deeper understanding of how much staff time and district resources are spent on these efforts, how directly they impact student learning and outcomes, and whether the benefit of participation is appropriately balanced with the district's investment of its resources.
 The new elementary social studies curriculum (OCON) has appealing features and appears to have great potential. I especially appreciate Dr. Berman's efforts to find ways to weave the subjects of community, civic engagement, diversity and inclusion into all aspects of our students' elementary education, including literacy and art. However, the overall approach and process to obtain approval of OCON raises a number of concerns. Teacher time outside the classroom to

do professional development on new curriculum is to be expected, and is an important investment the district should make once curriculum is adopted. Here, it is less clear how the extraordinary number of hours teachers spent outside of class over the past year was “professional development,” when this work (and the significant investment in it) took place before the committee approved the OCON curriculum. The “open source” aspect of OCON raises questions about investing district resources in programs from which other districts may benefit without equivalent investment, reimbursement or payment. Finally, while there is no question literacy is a part of almost any subject area curriculum, ensuring all elementary students learn to read must remain the district’s top literacy priority, including use of appropriate classroom reading materials whether or not they fit into the OCON structure.

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>				
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. Dr. Berman worked with his staff to strengthen and submit a statement of interest to the MSBA for Andover High School, while also working to make needed improvements to entrance security at AHS. Dr. Berman prioritized and smoothly shepherded other capital improvement projects through the budget process. Dr. Berman also worked with DiNisco architects to develop options to address capital improvement needs at Doherty Middle School and present options to the committee. The DiNisco presentation was informative and thorough, and it was encouraging to see Doherty remains usable into the future. The options presented were disappointing in the respect that they lacked realistic steps the district could take sooner and in a fiscally responsible manner, particularly in light of the nearer-term and higher-priority needs at West Elementary and AHS.

This year, the district benefitted greatly from additional state aid during the budget cycle, and Dr. Berman's lobbying efforts in this area are appreciated and recognized. Once again, Dr. Berman was able to work with all stakeholders to develop a consensus budget that was strongly supported at Town Meeting.

Dr. Berman, working with human resources, has handled delicate staffing situations professionally, respectfully and discreetly. Diligent efforts were made this year to recruit additional substitute teachers; however, the district would benefit from data analysis to identify the root cause(s) of why demand for substitute teachers remains high and what steps can be taken to reduce that demand.

A good amount of progress has been made on the start times goal, and the study group is well into its efforts to solicit community feedback. Early results of this feedback suggest it would have been useful to present more detailed information to the community at this point about how changes to bus routes, timelines and/or the number of bus runs might reveal more precise start and end times for the options presented. It is disappointing that data is not yet available. In addition, there appears to be community interest in learning how additional investment in buses would impact specific start time options, and being able to provide this information to the community sooner likely would result in more informed community input.

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



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 10 schools and is appreciated for his personal engagement with teachers, staff and students and attendance at special school events. Like many who are passionate about their jobs, he works hard and constantly, with less attention on work/life balance than might be beneficial and restorative.
 Having a communications director this year has enabled Dr. Berman to focus his efforts elsewhere and also has brought excellent positive press for the district. It is exciting to see Andover's students highlighted through personal interest stories broadcast by local news outlets. Warrior Wednesday is a great way to ensure regular communication with Andover's families. Dr. Berman should continue to rely on the director for her expertise in the communications and public relations area, even when it is tempting to do otherwise. Where appropriate, Dr. Berman should ensure his staff also benefit from the resources available from the communication director. Engaging with members of the community who do not have students in our schools would keep all residents abreast of the excellent work happening in the district, and finding ways to reach out and connect with those residents should be a higher priority. Similarly, improvements in the district's website would help all residents, whether or not they have students in the schools, find important information about what is happening in the district.

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

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

(Note: Superintendent Berman's 2018/19 goal 1, including seven sprints, are intended to fall in this Standard IV category.)

Hearing the sprint team reports at school committee meetings is always informative, exciting and inspiring. It is clear the teams work hard and are deeply committed to advancing the goals of their sprint. Grouping administrators and staff from different schools seems to be effective at team-building and promoting consistency across the district. To the extent possible, members of the sprint teams might benefit from "check-ins" with senior leadership to ensure they feel they can appropriately balance the demands of their "day jobs" with the demands placed on them by the sprints. On the AHS schedule sprint, it was encouraging to hear early reports are promising and suggest H block is, in many cases, being used as it was intended and producing the hoped-for benefits. I look forward to hearing the results of the H block effectiveness survey and the ongoing work to ensure students and staff are maximizing their use of that time.

Dr. Berman has built a sense of shared community throughout Andover's 10 schools, and his work has helped the district's schools operate as a team rather than "silo" schools. This undoubtedly benefits Andover's students in terms of district and school culture and instructional consistency. It is difficult to assess

whether stakeholders are meaningfully engaged in creating a shared educational vision or have meaningful input into shaping that vision. The OCON example raises the question, i.e., whether the program's adoption was the result of a shared educational vision developed by multiple stakeholders or pursued through an outcome-driven process that prioritized favorable viewpoints.

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: _____ |