CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MASSACHUSETTS 01609

AGENDA #27

The School Committee will hold a regular meeting:

on: Thursday, November 3, 2016
at: 6:00 p.m. - Executive Session
        7:00 p.m. – Regular Session
in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS   ACTION

I.   CALL TO ORDER

       INVOCATION –   Pastor Steven Barrett
                      Christ the Rock Fellowship

       PLEDGE OF ALLEGIANCE

       NATIONAL ANTHEM – Midland Street School Chorus

II.   ROLL CALL

III.   APPROVAL OF RECORDS

       aor #6-24 - Clerk   Annex A (20 pages)
                    (October 26, 2016)

       To consider approval of the Minutes of the School Committee Meeting
       of Thursday, October 20, 2016.

IV.   MOTION FOR RECONSIDERATION - NONE

<table><tr><td></td><td>ACTION</td></tr></table>

V.   IMMEDIATE ACTION

gb #6-361 - Administration
          (October 24, 2016)

To consider input from the School Committee's student representatives.

VI. REPORT OF THE SUPERINTENDENT

Annex A (1 page)

ros #6-9 - Administration
          (October 25, 2016)

SUPERINTENDENT'S ENTRY PLAN AND ACCOMPLISHMENTS

VII. COMMUNICATION AND PETITION - NONE

VIII. REPORT OF THE STANDING COMMITTEE - NONE

IX. PERSONNEL

6-42 The Superintendent has APPROVED the RETIREMENT of the following persons named below:

Kett, Karen, Teacher, Elementary, Worcester Technical High School, effective October 16, 2016.
Jennings, Robert, Coordinator, Wraparound, Systemwide, effective October 23, 2016

6-43 The Superintendent has APPROVED the APPOINTMENT of the persons named below, effective as shown:

Bernier, Elissa, Teacher, Elementary, Rice Square School, BA, Step 3, $51,077, effective October 24, 2016. Licensed: Elementary 1-6.
Brewer, John, Teacher, Special Education, MA+15, Step 4, $60,227+$4,506 (prorated), effective October 18, 2016. Licensed: Moderate Disabilities Prek-12.
Clark, Nathaniel, Teacher, Mathematics, MA, Step 4, $59,449, effective October 19, 2016. Licensed: Mathematics 5-12.
Esqueda, Araceli, Teacher, Elementary/Dual Language, Roosevelt School, BA, Step 8, $66,369, effective October 17, 2016. Licensed: Elementary 1-6, Waiver: ESL Prek-8.
MacConnell, Daniel, Teacher, Special Education, Claremont Academy, MA, Step 9, $76,790, effective October 20, 2016. Licensed: Moderate Disabilities Prek-8.

X.   GENERAL BUSINESS   ACTION

gb #6-153.5 - Administration/Ms. Colorio
                       (October 24, 2016)   <mark>Annex A (2 pages)</mark>

Response of the Administration to the following motion:

Request that the Administration provide a report comparing what Day by
Day Substitute Teachers are paid in Worcester as compared to the
towns.

gb #6-251.1 - Administration/Mr. O'Connell/Mr. Foley/   <mark>Annex A (1 page)</mark>
                       Ms. Colorio/Mr. Monfredo/Miss Biancheria
                       (October 24, 2016)

Response of the Administration to the request to review the technology
capabilities of the Worcester schools, to determine whether they are
equipped to implement the computer-based MCAS testing regimen in
grades four and eight during the 2016-2017 academic year, as to
number of computers available, internet bandwidth, and device
compatibility, without significantly impeding computer-based instruction
during the weeks of testing.

gb #6-362 - Administration
                    (October 19, 2016)

To accept a donation in the amount of $126.00 from sales of the
Columbus Day Raffle at Tatnuck Magnet School.

gb #6-363 - Administration
                    (October 19, 2016)

To accept a donation in the amount of $2,500.00 from Jeffrey Arnett &
Lene Jensen for the Goddard Scholars Academy.

gb #6-364 - Administration
                    (October 19, 2016)

To accept a donation in the amount of $445.39 from Lifetouch for
Chandler Magnet School.

gb #6-365 - Administration
                    (October 19, 2016)

To approve a prior fiscal year payment to Tufts Medical Center in the
amount of $1,017.56 for an educational and cognitive evaluation of a
student in May 2016.

GENERAL BUSINESS (continued)

gb #6-366 - Mayor Petty
                    (October 20, 2016)

To discuss the process for the evaluation of the Superintendent of
Schools.

gb #6-367 - Mayor Petty
                    (October 20, 2016)

To set a date to recognize Tatnuck Magnet and Chandler Elementary
Community schools for being recognized by the state for their progress.

gb #6-368 - Miss Biancheria
                    (October 20, 2016)

Request that the Administration provide an update on the progress
made regarding neighborhood issues relative to driveways, grounds and
wall repair at Lake View School.

gb #6-369 - Mr. Monfredo
                    (October 24, 2016)

To forward letters of congratulations to North High School and
Claremont Academy for their successful programs on "Restorative
Justice," a successful program which has made a positive impact on the
schools.

gb #6-370 - Administration
                    (October 25, 2016)

To approve payment of prior year invoices in the total amount of
$26,460.

New England Association of Schools & Colleges
Annual Dues 2015-2016

Burncoat High School	$3,730.00
Claremont Academy	$3,325.00
Doherty Memorial High School	$4,085.00
North High School	$3,910.00
South High Community School	$3,910.00
University Park Campus School	$3,120.00
Worcester Technical High School	$4,380.00

Annex A (4 page)
Annex B (1 page)
Annex C (20 pages)

Annex D (2 pages)

GENERAL BUSINESS (continued)

gb #6-371 - Administration
                   (October 25, 2016)

To approve payment of prior year invoices in the amount of $2,885.40.

gb #6-372 - Administration
                   (October 25, 2016)

To consider approval of a prior fiscal year payment in the total amount of $29,365.63 for services rendered by Lighthouse School, Inc. to a student for a Comprehensive Services Program from September 2015 through May 2016.

gb #6-373 - Miss Biancheria
                   (October 26, 2016)

Request that the Administration provide a report indicating how parents and students will be informed about the new Worcester Public Schools' Substance Use Prevention and Abuse Education Policy.

gb #6-374 - Administration
                   (October 26, 2016)

To discuss strategy with respect to collective bargaining for Teachers and Unit B, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Instructional Assistants, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Administrative Secretaries, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

GENERAL BUSINESS (continued)   ACTION

gb #6-374 (continued)

Finding that an open meeting may have a detrimental effect on the
bargaining and litigation position of the School Committee, the
committee votes to go into Executive Session for the purpose of
discussing strategy with respect to litigation and strategy for
collective bargaining for a denial of access.

   c&p #6-9
   To consider a communication from a citizen relative to a request that
   the School Committee drop its Court Appeal and allow for testing for
   PCBs at Burncoat High and Doherty Memorial High schools.

   gb #6-332
   Request that the Administration drop the appeal and allow PCB
   testing at Burncoat High School and Doherty Memorial High School
   this school year and do what is necessary to correct the problem.

X.   ADJOURNMENT
                        Helen A. Friel, Ed.D.
                        Clerk of the School Committee

IN SCHOOL COMMITTEE
Worcester, Massachusetts
Thursday, October 20, 2016
Agenda #26 and #26A

The School Committee of the Worcester Public Schools met in Open Session at 6:00 p.m. in the Council Chamber at City Hall on Thursday, October 20, 2016.

There were present at the Call to Order:

Ms. Colorio, Miss McCullough, Mr. Monfredo and Mayor Petty

There was absent: Miss Biancheria, Mr. Foley and
                              Mr. O'Connell

It was moved to recess to Executive Session:

Executive
Session   1.   gb #6-360 - Administration
                                         (October 12, 2016)

To discuss strategy with respect to collective bargaining for Teachers and Unit B, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining for Instructional Assistants, if an open meeting may have a detrimental effect on the collective bargaining position of the School Committee and the chair so declares.

Finding that an open meeting may have a detrimental effect on the bargaining and litigation position of the School Committee, the committee votes to go into Executive Session for the purpose of discussing strategy with respect to litigation and strategy for collective bargaining for a denial of access.

Communication and   c&p #6-9
Petition/PCBs/   To consider a communication from a citizen relative to
Burncoat High and   a request that the School Committee drop its Court
Doherty Memorial   Appeal and allow for testing for PCBs at Burncoat
High schools   High and Doherty Memorial High schools.

gb #6-332   PCBs/
                                                           Burncoat High and
Request that the Administration drop the appeal and   Doherty Memorial High
allow PCB testing at Burncoat High School and   schools
Doherty Memorial High School this school year and
do what is necessary to correct the problem

On a roll call, the vote was as follows:

For the motion: Ms. Colorio, Miss McCullough,
                     Mr. Monfredo, Mayor Petty   4

Against the motion: 0

Absent: Miss Biancheria, Mr. Foley,
                     Mr. O'Connell   3
                                                      ─
                                                      7

The motion carried.

The School Committee recessed to Executive Session
from 6:01 p.m. to 6:55 p.m.

Mr. Foley arrived at 6:03 p.m.
Mr. O'Connell arrived at 6:04 p.m.
Miss Biancheria arrived at 6:05 p.m.

The School Committee reconvened in Open Session at
7:15 p.m.

There were present at the second Call to Order:

Miss Biancheria, Ms. Colorio, Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell and Mayor Petty.

The invocation was offered by Reverend H. Edward
Chalmers of St. Stephen's Church.

The Pledge of Allegiance was offered and the National
Anthem was played.

APPROVAL OF RECORDS

2.   aor #6-22 -   Clerk   Minutes/approval of
                    (October 12, 2016)

To consider approval of the Minutes of the School
Committee Meeting of Friday, September 30, 2016.

It was moved and voice voted to approve the Minutes of
the School Committee Meeting of Friday, September 30,
2016.

Minutes/approval of   3.   aor #6-23 - Clerk
                                      (October 21, 2016)

To consider approval of the Minutes of the School
Committee Meeting of Thursday, October 6, 2016.

It was moved and voice voted to approve the Minutes of
the School Committee Meeting of Thursday, October 6,
2016.

IMMEDIATE ACTION

Recognition/National   4.   gb #6-346.1 -Administration/Administration
Principals Month   (October 11, 2016)

To celebrate National Principals Month by inviting them to
the School Committee Meeting on October 20, 2016.

Mayor Petty and Superintendent Binienda presented
Certificates of Recognition to the principals in honor of
National Principals Month.

Proclamation/Lights   5.   Mayor Petty read a Proclamation declaring that October 22,
on After School Day   2016 to be Lights on After School Day.

Student   6.   gb #6-348 - Administration
Representatives/   (October 11, 2016)
input

To consider input from the School Committee's student
representatives.

It was moved and voice voted to file the item.

REPORT OF THE SUPERINTENDENT

Report of the   7.   ros#6-8.1 - Administration/Administration
Superintendent/   (October 11, 2016)
Update on the 2016
Results from the   UPDATE ON THE 2016 RESULTS FROM STATE
State Testing and   TESTING AND DESE ACCOUNTABILITY MEASURES
DESE Accountability
Measures

Miss Biancheria made the following motion:

Request that the Administration forward the hard copy of the report to the members of the School Committee and also refer it to the Standing Committee on Accountability and Student Achievement.

On a voice vote, the motion was approved.

Ms. Colorio made the following motions:

Request that the Administration name the schools that were compared over a 2 year period in the presentation and indicate by school whether the students took the PARCC or the MCAS Exam and also whether the students took it as a paper and pencil exam or as a computer-based exam.

Request that the Administration indicate whether the following schools are doing the PARCC or the MCAS:

Canterbury Street Magnet Computer-Based School
Chandler Elementary School
Nelson Place School
Rice Square School
Roosevelt School

Request that the Administration provide the CPI report for 2012-16 in hard copy and the pre-Common Core five year CPI report between 2005-10 and compare them to see what was the CPI at that time.

On a voice vote, the motions were approved.

Ms. Colorio inquired as to whether or not it is true that the students will be asked to respond to pre-questions relative to social and emotional learning for 20-30 minutes prior to beginning the MCAS 2.0 Exam.

Dr. Perda indicated that he would respond to that question when the State rolls out the plans for the test.

Ms. Colorio made the following motion:

Request that if the State offers an option for districts relative to the 20-30 minutes of pre-questions that a vote be taken by the School Committee.

On a voice vote, the motion was approved.

Ms. Colorio asked if the system would be:

- held harmless in terms of results if the participation rate drops below 95% and
- would the schools be penalized and drop a level if parents choose not to allow their child/ren to take the exam?

Ms. Colorio requested that Dr. Perda provide an answer to that question in a Friday Letter.

Mr. O'Connell suggested that the Report of the Superintendent presentation be placed on the WPS website.

Mr. O'Connell made the following motion:

Request that the Administration contact the Lawrence Public Schools and ask for any recommendations or advice in terms of its success relative to improvement of student performance.

On a voice vote, the motion was approved.

Mr. Foley made the following motion:

Request that the Administration provide the number of schools that moved from computer-based testing to paper-based testing and indicate the results.

On a voice vote, the motion was approved.

It was moved and voice voted to suspend rules to allow Tina Hood to bring up the following concerns:

-computer security for testing
-handwriting
-critical thinking and logic

It was moved and voice voted to suspend rules to take up the following item:

Policy/Substance
Use Prevention and
Abuse Education
Policy

8.   <u>gb #6-235.1</u> - Administration
             (October 18, 2016)

To consider approval of the Worcester Public Schools' Substance Use Prevention and Abuse Education Policy.

It was moved to approve the item.

On a roll call, the vote was as follows:

| For the motion: | Miss Biancheria, Ms. Colorio
Mr. Foley, Miss McCullough,
Mr. Monfredo, Mr. O'Connell,
Mayor Petty | 7 |

Against the motion: 0
                                                 7

The motion carried.

REPORT OF THE STANDING COMMITTEE

9.   The Standing Committee on Teaching, Learning and
       Student Supports met at 5:30 p.m. on Monday, October
       17, 2016 in Room 410 at the Dr. John E. Durkin
       Administration Building.

       gb #2-139 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio   Boston Debate
       (April 11, 2012)   League

       To consider development of a partnership with the Boston
       Debate League to support academic debate teams in high
       schools in Worcester.

       10-17-16 - STANDING COMMITTEE MEETING

       Mr. Monfredo made the following motion:

       Request that the Administration establish a debating
       league in the schools.

       On a voice vote, the motion was approved.

       Mr. O'Connell made the following motion:

       Request that the item be held for the December meeting
       and ask the Administration to interact with schools for a
       recommendation for a site or sites for a debating program
       for the next academic year which could be a debating
       team, Model Congress, Model UN or another appropriate
       means of encouraging students to participate in debating.

       On a voice vote, the motion was approved.

10-20-16 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the
Standing Committee as stated.

Advanced Placement
Examinations/review
scores

gb #5-244 - Mr. O'Connell/Miss Ramirez/Mr. Foley/Mr.
Monfredo/Miss Biancheria/Mayor Petty (September 10,
2015)

To review the scores achieved by Worcester students in
the Spring 2015 administration of the Advanced
Placement examinations, in all courses and at all levels.

10-17-16 - STANDING COMMITTEE MEETING

Mr. Monfredo made the following motions:

Request that the Administration provide feedback in
January 2017 with regard to the professional development
initiatives and the alignment of practices which are
detailed in Annex A, page 1.

Request that the Administration provide an update when it
receives additional information with regard to participation
in the Capstone Program.

On a voice vote, the motion was approved.

Mr. O'Connell made the following motion:

Request that the Administration have available at the time
of our next discussion at the Standing Committee or as
soon thereafter as feasible the cost impact in connection
with its recommendations for Capstone in order to quantify
them as part of preparation for the FY18 Budget.

On a voice vote, the motion was approved.

HOLD the item for January 2017.

10-20-16 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the
Standing Committee as stated.

gb #6-23 - Mr. Foley/Mr. O'Connell/Mr. Monfredo/Miss Biancheria/Miss McCullough   (January 8, 2016)

Recess Sessions/Playworks/ potential pilot program

Request that the Administration work with Fallon Health and other interested funders to explore the potential opportunity to implement a pilot program developed by Playworks in several elementary schools that train staff and volunteers to run recess sessions that include positive play, greater levels of exercise and better utilization of limited recreational space.

10-17-16 - STANDING COMMITTEE MEETING

HOLD for further reports from the Administration in connection with both the Chandler Magnet Playground and Playworks.

10-20-16 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

gb #6-50.1 - Administration/Mayor Petty/Mr. O'Connell/Mr. Monfredo/Miss McCullough   (March 9, 2016)

SkillsUSA/consider joining

Response of the Administration to the request to consider joining and fully funding Worcester Technical High School's schoolwide participation in SkillsUSA.

10-17-16 - STANDING COMMITTEE MEETING

Mr. O'Connell made the following motions:

Request that the Administration establish a committee charged with the task of recommending additional corporate sponsorships for SkillsUSA.

Request that representatives of the Skyline Technical Fund be invited to a meeting in November or December of the Standing Committee on Teaching, Learning and Student Supports to discuss expansion of the benefits of participation in Skills USA and identify appropriate funding solutions to support it.

On a voice vote, the motions were approved.

Mr. Monfredo made the following motion:

Request that a representative from Skyline Technical Fund be part of the committee charged with the task of recommending additional corporate sponsorships for SkillsUSA.

On a voice vote, the motion was approved.

10-20-16 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as stated.

Radiofrequency
Electromagnetic
Radiation

gb #6-308 - Mr. O'Connell/Mr. Monfredo/Ms. Colorio/Miss Biancheria (September 7, 2016)

To discuss the impact of radiofrequency electromagnetic radiation from wifi and cellular towers on students and staff in schools, potentially including neurologic impairment and malignancy, and to consider means of minimizing any such risk within the Worcester Public Schools by changes as to practice and policy.

10-17-16 - STANDING COMMITTEE MEETING

Mr. O'Connell made the following recommendations:

- continue to involve the Department of Public Health in the research and the information in connection with the actions of the Standing Committee

- look into possible replication and use of the Best Practices in the Use of Wireless Technology

- obtain the document of the Ashland Public Schools and

- Staff Development initiatives regarding instruction on the dangers of using wireless devices

Mr. Monfredo made the following motions:

Request that the Administration study the feasibility of utilizing expanded ether net connectivity for all schools in place of wireless, if feasible.

Request that the Administration provide information on how to shut off wireless in the schools.

Request that the Administration place on the website the two handouts entitled "Best Practices in the Use of Wireless Technology" and "Exploring Wireless Safety for Our Children" and share them with the principals who in turn will forward them to staff and students.

On a voice vote, the motions were approved.

Mr. O'Connell requested that the following documents be included as backup:

- Best Practices in the Use of Wireless Technology
- Exploring Wireless Safety for Our Children
- Learn About Wireless Radiation
- Open Letter to the Superintendents of the School Districts of the United States

and make the book entitled "Wireless Wise Kids" available in the Clerk of the School Committee's Office.

Miss McCullough made the following motion:

Request that the Administration get the actual policy from the Ashland Public Schools.

On a voice vote, the motion was approved.

HOLD the item for the meeting in December.

10-20-16 - SCHOOL COMMITTEE ACTION

The School Committee approved the action of the Standing Committee as amended.

Miss McCullough made the following motion:

Request that the following motion be held for more information and further study:

> Request that the Administration place on the website the two handouts entitled "Best Practices in the Use of Wireless Technology" and "Exploring Wireless Safety for Our Children" and share them with the principals who in turn will forward them to staff and students.

On a voice vote, the motion was approved.

Ms. Colorio recommended that the School Committee conduct a fair and balanced presentation so that an appropriate decision can be made in the best interest of all students.

Mayor Petty indicated that this discussion should be at the Standing Committee level.

Mayor Petty made the following motion:

Request that the Administration obtain the reports on this topic from the City Council.

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that a representative from the IT Department with expertise in this field and a representative from the medical field be invited to the next meeting of the Standing Committee.

On a voice vote, the motion was approved.

PERSONNEL

10.   It was moved and voice voted to file Personnel Items 6-37 – 6-41.

Retirements   6-37   The Superintendent has APPROVED the RETIREMENT of the following person named below:

Andersen, Mary Patricia, Coach, Elementary, effective October 2, 2016.

Resignations   6-38   The Superintendent has ACKNOWLEDGED the RESIGNATION of the persons named below:

Pickett, Michael, Teacher, Social Studies, effective August 5, 2016.
Wood, Michael, Teacher, Mathematics, effective October 7, 2016.

Appointments/   6-39   The Superintendent has APPROVED the APPOINTMENT
Teachers   of the persons named below effective as shown:

Coffin, Erin, Teacher, Elementary, Woodland, MA, Step 8,
$72,283 effective October 3, 2016. Licensed: Early
Childhood with and without Disabilities Prek-2.

Doyle, Craig, Teacher, Mathematics, Burncoat Middle, BA,
Step 2, $47,522 effective October 5, 2016. Licensed:
Mathematics 5-8.

Fluet, Courtney, Teacher, Gates Lane, BA, Step 1,
$45,064 effective September 19, 2016. Licensed:
Elementary 1-6.

O'Leary, Krystal, Teacher, Vocational, Worcester
Technical, VL4, Step 5, $63,227 effective October 3, 2016.
Waiver: Health Assisting 9-14.

Parretti, Julie, Teacher, Mathematics, Sullivan Middle, BA,
Step 1, $45,064 effective October 6, 2016. Licensed:
Mathematics 5-8.

Pingitore, Dominic, Teacher, Elementary, Goddard, BA,
Step 1, $45,064 effective September 28, 2016. Licensed:
Elementary 1-6.

Pumphrey, Robert, Teacher, History, Nelson Place, MA,
Step 8, $72,283 effective September 28, 2016. Licensed:
History 5-8.

6-40   The Superintendent has APPOINTED the persons named   Appointments/
below to the position of Cafeteria Helper, permanent/   Cafeteria Helpers
intermittent at a salary of $12.94 per hour, from Civil
Service List #316-044, effective as shown:

Berrios, Bobbie Jo	9/19/16
Gerardi, Jacqueline	9/19/16
Betancourt, Helmer	9/19/16
Wright, Monica	9/19/16
Mosquea, Bryan	9/19/16
Amankwah, Helen	9/19/16
Bulikowski, Catherine	9/21/16
Melendez Calo, Diannelly	9/21/16
Cicero, Leah	9/21/16
Aragon, Elda	9/21/16
Sweet, Maria	9/23/16
Fuente, Cynthia	9/23/16
Stewart, Elizabeth	9/23/16

Martin, Theresa	9/26/16
Eligon, Nicholi	9/26/16
Navarro, Christian	9/26/16
Miller, Julianna	9/26/16
Balcom, Joanne	10/3/16
Ameyaa, Rita	10/3/16

6-41   The Superintendent has provisionally APPOINTED the persons named below to the position of Word Processor, permanent/fulltime at a salary of $18.08 (minimum) to $21.99 per hour (maximum) effective as shown:

Mahan, Christine	8/19/16
Vazquez, Raquel	8/22/16
Matos, Isamar	8/29/16
Anifantis, Sara	9/19/16
Vazquez, Martha	10/11/16

GENERAL BUSINESS

Preschool Expansion Grant Program

11.   gb #5-2.1 - Administration/Mr. O'Connell
              (October 13, 2016)

Response of the Administration to the request to apply for funding for expansion of the preschool education program of the Worcester Public Schools under the Preschool Expansion Grant Program of the United States Department of Education.

It was moved or voted to file the item.

SAGE Automated System

12.   gb #5-75.1 - Administration/Mr. O'Connell/Mr. Monfredo/
              Miss Biancheria
              (October 13, 2016)

Response of the Administration to the request to provide an explanation from the Superintendent regarding the deletion, from the SAGE automated system utilized by schools to suspend students, for the following grounds for suspension of students:

Excessive Tardies – Code R09
Demerits – Code R16
Repeated Class Cuts – Code R21
Truancy – Code R22

Fighting – Code R4a
Failure to Take Detentions – Code Rxa
Multiple Class Disruptions/Referrals – Code Rxb
Failure to Wear ID – Code Rxc
Failure to Follow Directions – Code Rya
Obscene Language/Gestures – Code Ryb
Forgery/Plagiarism – Code Ryc
Inciting a Disturbance – Code Ryd
Leaving School without Permission – Code Rye
Lab/Shop Safety Violation – Code Ryf
Bus Infraction – Code Ryg
Disruption of Assembly/Arrest – Code Ryh

It was moved and voice voted to refer the item to the
Administration.

Mr. O'Connell made the following motion:

Request that the item be referred back to the
Administration for its review and consideration as to
whether any of the categories that were removed from the
system as disciplinary offenses should be reinstated
based on what the current Superintendent and her staff
consider appropriate.

On a voice vote, the motion was approved.

13.   gb #5-185.1 - Administration/Miss Biancheria/   School Liaisons/
                     Mr. O'Connell/Mr. Monfredo   provide report
                     (October 13, 2016)

Response of the Administration to the request to provide a
report regarding Content Liaisons to include the number of
them in the system, the areas they work in and indicate
the line item which contains their salaries.

It was moved and voice voted to accept the report and file
the item.

14.   gb #5-267.1 - Administration/Mr. Monfredo/   Legislative Body/
                     Ms. Novick/Mr. O'Connell/Miss Biancheria   meet three time during the
                     (October 13, 2016)   school year

Response of the Administration to the request that the
School Committee meet with the local legislative body
three times during the school year and schedule the first
meeting during the month of November.

It was moved and voice voted to accept the report and file the item.

Mr. Monfredo recommended that the Administration work with the School Committee on agenda items for the legislative meeting that impact our district.

MCAS Appeals/   15.   <u>gb #6-256.1</u> - Administration/Miss Biancheria/
2013-14 and 2014-15   Mr. O'Connell/Ms. Colorio/Mr. Monfredo
                                           (October 13, 2016)

Response of the Administration to the request to provide a report regarding the number of students and the school sites that have received the MCAS appeals for 2013-14 and 2014-15.

It was moved and voice voted to accept the report and file the item.

Gun-Free Schools   16.   <u>gb #6-265.1</u> - Administration/Mr. O'Connell/Mr. Foley/
Act   Mr. Monfredo/Ms. Colorio/Miss McCullough/
                                   Miss Biancheria/Mayor Petty
                                   (October 13, 2016)

Response of the Administration to the request to determine whether the Administration has signed the 2017 Grant Assurances Document of the Massachusetts Department of Elementary and Secondary Education, and, if so, whether and how it complies with its obligations to "expel from school for a period of not less than one year any student who is determined to have brought a firearm to a school under the jurisdiction of the district," subject to due process and case-by-case modifications "on a case-by-case basis", also as mandated by the Gun-Free Schools Act, Public Law No. 107-110 section 4141, 20 United States Code Section 7151.

It was moved and voice voted to refer the item to the Administration.

Mr. O'Connell made the following motion:

Request that the Administration prepare a draft policy that does include the particular reference which we are permitted to have under the federal statute and request

that the Administration indicate what manner it has for
responding to the annual notice of any firearms incidents
that have taken place to the Department of Education.

On a voice vote, the motion was approved.

17.   gb #6-309.1 - Administration/Mr. O'Connell/   Site Council Meeting Date
                  Mr. Monfredo/Ms. Colorio/
                  Miss McCullough/Miss Biancheria
                  (October 13, 2016)

Response of the Administration to the request for a list of
the dates of the first meetings of the school site councils
for the 2016-2017 academic year, which meetings are to
be held "no later than forty days after the first day of
school", pursuant to the provisions of Chapter 71, Section
59C of the Massachusetts General Laws.

It was moved and voice voted to file the item.

Mr. O'Connell made the following motion:

Request that the School Committee urge the
Superintendent to consider:

- requiring that meetings of the Site Councils take place
  on non-instructional time
- meetings take place, as far as feasible, at or later than
  4:00 p.m. on school days
- requiring that if schools need to meet at some different
  time, the schools in fact consult with the Superintendent
  and the Superintendent notify the School Committee
  that those particular schools are requesting waivers

On a voice vote, the motion was approved.

18.   gb #6-312.1 - Administration/Miss Biancheria/   Worcester Technical High
                  Mr. O'Connell/Mr. Monfredo/   School/list of services
                  Ms. Colorio/Miss McCullough   offered to the public
                  (October 13, 2016)

Response of the Administration to the request to provide a
list of the services that are offered to the public at
Worcester Technical High School.

It was moved and voice voted to accept the report and file
the item.

Instructional Assistants	19.	gb #6-321.1 - Administration/Miss Biancheria (October 11, 2016)

Response of the Administration to the request to provide at the School Committee meeting on October 20, 2016 a list of classes that have 25 or more students in Kindergarten with no Instructional Assistant.

It was moved and voice voted to accept the report and file the item.

Replacement Schools/ build libraries to be utilized by the community as "satellite libraries"	20.	gb #6-349 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/ Miss Biancheria (October 3, 2016)

To consider designing the next replacement schools to be built in Worcester so that their libraries can be utilized by the community as "satellite libraries" during non-school hours, wherever and whenever appropriate, in cooperation with the Worcester Public Library.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations.

Mr. O'Connell made the following motion:

Request that the Administration notify the friends of the Worcester Public Library when the item comes up for discussion.

On a voice vote, the motion was approved.

Worcester Public Library/ distribute list of programs, events and activities	21.	gb #6-350 - Mr. O'Connell/Mr. Monfredo/ Miss Biancheria (October 3, 2016)

To distribute lists of programs, events and activities held at the Worcester Public Library to students through the Worcester Public Schools, and to the WPS community through WPS communications.

It was moved and voice voted to refer the item to the Administration for discussion with the Worcester Public Library.

22.   <u>gb #6-351</u> - Mr. Monfredo/Mr. Foley/Mr. O'Connell/   Recognition/
                 Miss Biancheria   Kevin Cox
                 (October 3, 2016)

        Request that the Administration forward a letter of
        congratulations to Kevin Cox, a Burncoat High School
        Science Teacher and Robotics Program Instructor for
        having his book entitled <u>123 ½ Weird Wacky Moments of
        Science: Or Otherwise Interesting Moments of Science</u>
        published.

        It was moved and voice voted to forward a letter.

23.   <u>gb #6-352</u> - Mr. Monfredo/Mr. O'Connell/Miss Biancheria   Recognition/North and
                 (October 3, 2016)   South High Community
                                                                       schools/AP Kickoff
        Request that the Administration forward letters to the
        principals at North and South High Community schools to
        congratulate them on their successful AP kickoff as a way
        of encouraging students to make AP study a priority.

        It was moved and voice voted to forward letters.

2.4.   <u>gb #6-353</u> - Mr. Monfredo/Mr. O'Connell/Miss Biancheria   Smiley Face Song
                 (October 3, 2016)

        Request that the Administration consider teaching Charlie
        Ball's "The Smiley Face Song" in honor of Worcester
        native Harvey Ball, the creator of "The World Wide Smiley
        Face."

        It was moved and voice voted to refer the item to the
        Administration.

25.   <u>gb #6-354</u> - Administration   Donations/P&J Vending -
                 (October 11, 2016) $32.24/Lifetouch - $911.15

        To accept the following donations for Heard Street School:

                 $32.24 from P&J Vending
                 $911.15 from Lifetouch

        It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio
                    Mr. Foley, Miss McCullough,
                    Mr. Monfredo, Mr. O'Connell,
                    Mayor Petty   7

Against the motion: 0
                                                       ̄
                                                       7

The motion carried.

Donation/UMASS   26.   gb #6-355 - Administration
Medical School/$500   (October 11, 2016)

To accept a donation in the amount of $500.00 from
UMASS Medical School for the Healthy Kids & Family
Project at Belmont Street Community School.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio
                    Mr. Foley, Miss McCullough,
                    Mr. Monfredo, Mr. O'Connell,
                    Mayor Petty   7

Against the motion: 0
                                                       ̄
                                                       7

The motion carried.

Donation/$50   27.   gb #6-356 - Administration
                                            (October 11, 2016)

To accept a donation in the amount of $50.00 from an
anonymous donor for the Day Care Program at Burncoat
High School.

It was moved to approve the item.

On a roll call, the vote was as follows:

For the motion: Miss Biancheria, Ms. Colorio
                    Mr. Foley, Miss McCullough,
                    Mr. Monfredo, Mr. O'Connell,
                    Mayor Petty   7

Against the motion: 0
                                                       ̄
                                                       7

The motion carried.

28.   gb #6-357 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell   Junior ROTC Program
           (October 12, 2016)

Request that the Administration provide a report on the
Junior ROTC Programs to include:

- the number of participants and
- a description of their community projects/activities for
  2015-16 and 2016-17

It was moved and voice voted to refer the item to the
Administration.

29.   gb #6-358 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell   ALICE (Alert, Lockdown,
           (October 12, 2016)   Inform, Counter,
           Evacuate) Training

Request that the Administration provide an update on the
ALICE (Alert, Lockdown, Inform, Counter, Evacuate)
training currently taking place in the Worcester Public
Schools.

It was moved and voice voted to refer the item to the
Administration for a report in May 2017.

30.   gb #6-359 - Miss Biancheria/Mr. Foley/Mr. Monfredo/   Window Replacements
           Mr. O'Connell
           (October 12, 2016)

Request that the Administration provide an update on the
window replacements that took place during the Summer
and Fall of 2016.

It was moved and voice voted to refer the item to the
Administration.

The meeting adjourned at 9:37 p.m.

        Helen A. Friel, Ed.D.
        Clerk of the School Committee

ENTRY PLAN

In my work as Superintendent of the Worcester Public Schools, I seek to more fully understand the challenges the schools are facing, and the opportunities that exist to help these challenges. I intend to use a systematic approach to gathering information from a wide variety of educators and community members. I plan to examine district documents and operational practices that have guided the school district. I will conduct interviews, complete document reviews, spend time in schools and classrooms and perform an analysis of procedural and operational structures and functions.

INTERVIEWS

Interviews have been ongoing since May 2016. My goal is to meet a wide range of constituents in order to build an understanding of current practices. Personal interviews will be conducted with representatives from all areas of school staff and key individuals from the community. In addition, I will make myself available to staff, parents and community members who have an interest in sharing their thoughts and ideas about the district.

DOCUMENT ANALYSIS

In order to gain an understanding of the operational practices of the school district, I will conduct a thorough examination of the following documents:
Budget and budgeting processes (FY16)
Curriculum Documents
District and School Improvement Plans
Professional Development Plans
High School Program of Studies
Coordinated Program Review Documents
Department of Justice Report
Contracts/ Grants/ MOU's
Assessment results (MCAS, PARCC, MAPS, AP, SAT, Early Reading Assessments)
Safety Protocols
Staff, Parent and Student Surveys

SCHOOL AND CLASSROOM OBSERVATIONAL DATA:

Another main source of data that will help me understand how well the WPS is functioning will come from visits to schools and classrooms. These visits will help me to know how teaching and learning are occurring in the schools. It will also serve to establish a climate of support and communication with each school.

ADDITIONAL CONSIDERATIONS:

I will attend and participate in community events. Through my participation is these events, I will gather information from the community that will be helpful in developing partnerships and in branding the WPS as the schools of choice for Worcester families.

DISTRICT REPORT:

On October 12, 2016 at 6:00 p.m. at the Durkin Administration Building, I will present a report to the community on my first 100 days. On November 3, 2016, I will present the entry plan and report to the Worcester School Committee. The report will contain an analysis of the data gathered through this entry process, highlighting strengths and opportunities for growth in key areas.

SUBSTITUTE TEACHER RATE 2016

Location	Rate
Auburn	$70
Berlin-Boylston	$65
Grafton	$80
Holden	$80
Hudson	$78
Leicester	$80
Malden	$75
Marlborough	$80
Mendon/Upton	$80
Millbury	$80
North Grafton	$80
Oxford	$70
Seven Hills Charter	$90
Shrewsbury	$75
Holden	$80
West Boylston	$70
Westborough	$85
Worcester Public Schools	$70
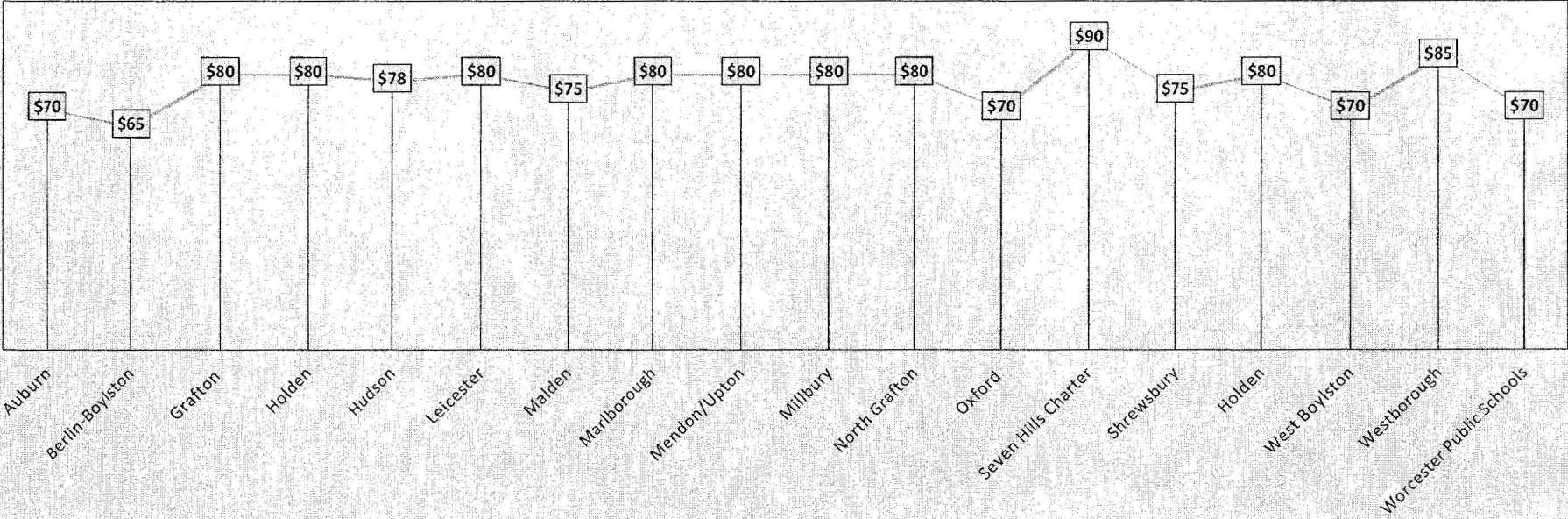
Please note that some districts have different rates of pay for different classifications of day to day substitute teachers. As two examples:

- in Auburn the daily rates are $70/day without a 4-year degree; $75/day with a BA/BS; and, $80/day with teacher certification.
- in Grafton the daily rates are $80/day for non-certified substitutes; $85/day for certified substitutes; and, $95/day for retired teachers.

gb #6-251 To review the technology capabilities regarding the MCAS 2.0 Test

The Department of Elementary and Secondary Education (ESE) is releasing a new test, informally called MCAS 2.0, in the spring of 2017. In a memo form the ESE dated 9/6/2016, the ESE stated: "students in grades 4 and 8 will be expected to take computer-based MCAS English Language Arts (ELA) and Mathematics tests in spring 2017, with exceptions for students who have been determined to require a paper-and-pencil version of the assessment." In the same memo, ESE released the technology specifications for the new test. This includes the device specifications as well as the Internet bandwidth required.

The Worcester Public School district formed a technology review group to evaluate the technology specifications to determine if the district is able to adequately support the new test. This group consisted of staff from the accountability, professional learning, and information technology offices. The group concluded that the district meets all the technical specifications for grade 4 and 8 without significantly impeding computer-based instruction during the weeks of testing.

Computers:
The leased district computers all meet the specification.
Mobile devices:
The district has over 2,500 iPads in the district. With wired keyboards, these could be used for additional testing platforms.
Internet bandwidth:
On October 1, 2016, the district moved all schools to the new fiber network. All schools are now connected to the core at 10Gbps. The district has adequate Internet bandwidth, with a 5Gbps Internet connection. In addition, the district will use the proctor caching feature which keeps cached information on the school servers, which significantly lowers the network impact of the test.
IT, Professional Learning, and Accountability Staffing:
The district has 8 computer technicians, 2 network staff, 3 trainers, and 2 accountability staff supporting the new MCAS 2.0 test. Given this testing period will only cover grades 4 and 8, the administration believes the staffing is sufficient to support this testing period.

Worcester has chosen to only test grades 4 and 8 on computers for the spring 2017 MCAS 2.0 test. This is to insure that there is adequate support to assist schools. The administration is concerned about expanding the computer based testing beyond grades 4 and 8. The test is not time based, and the biggest constraint will be computer lab space and the ability of the school to rotate the number of students through the computer labs in a practical amount of time. In addition, the administration is concerned about the disadvantage urban students may be at, given the effect poverty has on the lack of exposure to computer technology at home. The administration will work with the other urban districts to voice these concerns to the ESE.

Process and Timelines for New Superintendents

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. Two modifications to the process are worth considering.

The first difference lies in the rating system as it applies to superintendents new to the role of superintendent. As described earlier, ratings of *Exemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed *Proficient* and are worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they superintendents, principals, or teachers—are expected to be *Proficient* on every indicator or even every standard in their first years of practice. For that reason, the *Needs Improvement* level of performance has a particular meaning for educators new to the role of teacher, principal, or superintendent. In these cases, *Needs Improvement* has the meaning of developing. It means that the educator's practice on a standard or indicator is not yet *Proficient*, but the educator appears to be "on track" to achieve proficiency within three years.

The second modification applies to both superintendents new to the role and those who are new to a district. It has to do with the substance of the goals established for the superintendent in the first year.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program launched in 2010 by ESE and MASS in collaboration with MASC. The induction program supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following four goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.[1] The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice. The fourth can be a good starting point for implementing educator evaluation in the district in a fair, transparent manner.

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[1] Joan Connolly, retired superintendent from Winthrop and Malden, contributed to the development of these examples. Dr. Connolly directs the New Superintendent Induction Program.

Goal 1: Effective Entry and Direction Setting. By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By mid-August,[2] present to the school committee a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing district systems of support including financial management, human resources, and operations.

2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By March, propose key strategies to improve student learning and other district systems of support.

4. By April, collaborate with school committee to identify three to five student learning and district improvement goals.

5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks

1. Presentations completed on schedule (process).

2. Goals adopted (process).

3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

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[2] This timetable applies to superintendents who begin July 1; it will need to be adapted for those starting at other times.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. Within six weeks, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

2. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the superintendent supervises.

3. By late spring, conduct at least three school and classroom visits to each school.[3]

4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks

1. Completed Educator Evaluation Plans (process).

2. Log demonstrating at least three visits per school (process).

3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least *Proficient* ratings on each major assignment.

Key Actions

1. Attend eight daylong sessions.

2. Complete all assignments.

3. Consult with my assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).

2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The superintendent and school committee may consider a fourth goal. Pursuing this goal will help a district implement the new educator evaluation system at the same time as the district leadership team is strengthened in ways that will lead to improvements in teaching and learning districtwide.

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[3] In districts with more than 10 schools, responsibility for school visits may need to be shared with one or more assistant superintendents.

Goal 4: Fair, Effective Classroom Teacher Evaluation. By June, principals' and district administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

Key Actions

1. Monitor the frequency of principal visits to classrooms and review the quality of their feedback to teachers.

2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.

3. During school visits, observe classrooms with the principal and share conclusions about the level of practice observed.

Benchmark

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome).

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	**A. Environment Indicator** 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	**A. Engagement Indicator** 1. Family Engagement 2. Community and Business Engagement	**A. Commitment to High Standards Indicator** 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	**B. Human Resources Management & Development Indicator** 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** 1. Student Support 2. Family Collaboration	**B. Cultural Proficiency Indicator** 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	**C. Scheduling & Management Information Systems Indicator** 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Communications Indicator** 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	**D. Law, Ethics & Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics
for Superintendent, Administrator, and Teacher

Appendix A. Superintendent Rubric

January 2012

Guide to Superintendent Rubric

Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement;* and *Professional Culture.*

- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum, Instruction,* and *Evaluation.*

- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.

- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary.*
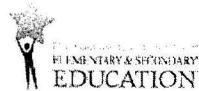
Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator's role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	**A. Environment Indicator** 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	**A. Engagement Indicator** 1. Family Engagement 2. Community and Business Engagement	**A. Commitment to High Standards Indicator** 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	**B. Human Resources Management & Development Indicator** 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	**B. Sharing Responsibility Indicator** 1. Student Support 2. Family Collaboration	**B. Cultural Proficiency Indicator** 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	**C. Scheduling & Management Information Systems Indicator** 1. Time for Teaching and Learning 2. Time for Collaboration	**C. Communication Indicator** 1. Two-Way Communication 2. Culturally Proficient Communication	**C. Communications Indicator** 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	**D. Law, Ethics & Policies Indicator** 1. Laws and Policies 2. Ethical Behavior	**D. Family Concerns Indicator** 1. Family Concerns	**D. Continuous Learning Indicator** 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	**E. Fiscal Systems Indicator** 1. Fiscal Systems		**E. Shared Vision Indicator** 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

Standard I: Instructional Leadership. 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.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	**Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.**	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	**Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.**	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Indicator 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.

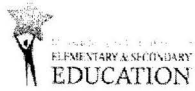| I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	**While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.**	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	**Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.**	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	**While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.**	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

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Indicator 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.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	**Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.**	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	**Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.**	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	**Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.**	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	**Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient*.**	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than *Proficient*. Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	**Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.**	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.

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I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	**Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.**	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

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Indicator 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.

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	**Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.**	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	**Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.**	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	**Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.**	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.

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Standard II: Management and Operations. *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*

Indicator II-A.	Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.			
II-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	**Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.**	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	**Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.**	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	**Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.**	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.

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Indicator II-B.	Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.			
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	**Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.**	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	**Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.**	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

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Indicator 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.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	**Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective**	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	**Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.**	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

Superintendent Rubric

Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	**Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.**	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	**Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.**	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator 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.

II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	**Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.**	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

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Standard III: Family and Community Engagement. 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 school and district.

Indicator 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.				
III-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	**Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.**	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	**Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.**	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

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Indicator III-B.	Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.			
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	**Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.**	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	**Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.**	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

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Indicator III-C.	Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.			
III-C. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-C-1. Two-Way Communica- tion	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	**Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.**	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communica- tion	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	**Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.**	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Indicator III-D.	Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.			
III-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	**Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.**	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

Part III: Appendix A. ESE Model Rubric for Superintendents   January 2012   page A-14 of A-18

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Standard IV: Professional Culture. *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

Indicator 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.			
IV-A. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	**Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.**	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	**Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.**	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	**Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.**	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

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Indicator 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.			
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	**Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.**	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

Indicator IV-C.	Communications: Demonstrates strong interpersonal, written and verbal communication skills.			
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	**Demonstrates strong interpersonal, written, and verbal communication skills.**	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

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Indicator 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 the administrator's own practice.			
IV-D. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	**Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.**	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	**Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.**	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

Indicator IV-E.	Shared Vision: 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.			
IV-E. Elements	**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Exemplary**
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	**At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.**	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

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Indicator IV-F.	Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	**Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.**	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	**Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.**	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	**Builds consensus within the school district community around critical school decisions, employing a variety of strategies.**	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

Self-Assessment Form

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Educator—Name/Title: _____

Primary Evaluator—
Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation:

_____

School(s): _____

Part 1: Analysis of Student Learning, Growth, and Achievement *Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.* *603 CMR 35.06 (2)(a)1*

Team, if applicable: _____

List Team Members below:

_____   _____

_____   _____

_____   _____

Self-Assessment Form

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Educator—Name/Title: _____

Part 2: Assessment of Practice Against Performance Standards
Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.   *603 CMR 35.06 (2)(a)2*

Team, if applicable: _____

List Team Members below:

_____   _____

_____   _____

_____   _____

Signature of Educator _____ Date _____

Signature of
Evaluator* _____ Date _____

* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.