End-of-Cycle Summative Evaluation Report: Superintendent

Summary Page

Superintendent: Pamela R. H. Angelakis, M.A., M.Ed.
         NAME   SIGNATURE   DATE

Evaluator: Amy OConnor   **7/14/2015**
         NAME   SIGNATURE   DATE

STEP 1: Progress Toward Goals - *Complete pages 7 & 8 first: check one for each set of goal(s).*

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)				X	
Student Learning Goal(s)			X		
District Improvement Goal(s)			X		
Other Goal(s)			X		

STEP 2: Performance on Standards - *Complete pages 3-6 first: check one box to summarize each standard.*

	Unsatisfactory	Developing	Proficient*	Exemplary
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. **Needs Improvement/Developing =** Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years. **Proficient =** Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance. **Exemplary =** A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide				
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture			X	

*for the level of experience attained

STEP 3: Rate Overall Summative Performance

Based on Performance on Goals (Step 1) & Standards (Step2) ratings. Check one box.

☐ Unsatisfactory   ☐ Developing   **X** Proficient*   ☐ Exemplary

STEP 4: Rate Impact on Student Learning - *Check one box.*

☐ Low   X Moderate   ☐ High

STEP 5: Add Evaluator Comments:
Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Developing, or Unsatisfactory or a Student Impact Rating of High or Low.

Comments:

It is my opinion that the Swampscott School District has fallen victim during the past several administrations to weak leadership, district turmoil, lack of focus, dwindling resources vs. higher fixed costs, and comfort in process, i.e. this is how we do things. I start with this statement because it speaks to the very large task at hand for the Swampscott School Superintendent.

Pam has approached her new role with strength, smarts, district experience and humility. A previous chairman of the Swampscott School Committee once told me to never underestimate the value of likeability. Pam has this in spades, particularly with the people who work for her. As she wades through a process of expanding the rigor of our district, she has a team who she motivated to do the work and where she finds those not working to expectation, she is pushing hard for better.

Pam has struggled to stay ahead of the game. I do believe she is working hard at an aspect that may not be as natural as some of her strengths. A daily slot for catching up on communications could be useful.

In conclusion, I think Pam has been an asset to our district this year. She continues to peel back years of shrouded practices, works with antiquated facilities and a lean and new staff. She has certainly had her bumps and fair share of fires to put out. I thank her for continuing to do the right thing for the Swampscott School District, and I believe strongly that she will continue to grow in this position.

Superintendent Performance Rating for 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.

	Unsatisfactory	Developing	Proficient*	Exemplary
Insert the "Proficient" description from the Elements and/or Indicators for Standard I that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.				
I-B-1 Instructional Practices: 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. **(SLG, Technology)**			X	
I-B-2 Quality of Effort and Work: 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. **(SLG)**			X	
I-D-1 Educator Goals: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. **(SLG)**			X	
I-D-2 Observations and Feedback: 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. **(SLG)**			X	
I-E-1 Knowledge and Use of Data: Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. **(Technology)**		X		
I-E-2 School and District Goals: 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. **(Professional Practice, Technology)**			X	

Overall Rating for Standard I:

Unsatisfactory   Developing   XProficient*   Exemplary

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

Pam has uncovered a strong sense from the teacher that they have been shuffled in too many directions with multiple priorities. She is setting better standards with a new teacher evaluation and more targeted professional development. We need to improve data collection and usage. I believe in Pam's ability to do this over the coming year.

Superintendent Performance Rating for 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard II that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
II-A-2 Operational Systems: 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. **(Professional Practice, Technology)**				X
II-A-3 Student Safety, Health and Social Emotional Needs: 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. **(SLG)**			X	
II-C-1 Time for Teaching and Learning: 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. **(SLG)**			X	

Overall Rating for Standard II:

Unsatisfactory   Developing   X Proficient*   Exemplary

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

Pam fought hard for students during incredible snow storms.

Superintendent Performance Rating for 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard III that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
III-A-1 Family Engagement: 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. **(Professional Practice, Communication)**			X	
III-A-2 Community and Business Engagement: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. **(Communication, Technology)**			X	
III-B-1 Student Support: 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. **(SLG)**			X	
III-C-1 Two-way Communication: 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. **(Professional Practice, SLG, Communication)**		X		
III-D-1 **Family Concerns**: 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. **(Professional Practice)**				X

Overall Rating for Standard III:

       Unsatisfactory   Developing   X Proficient*   Exemplary

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

I would encourage Pam to set aside time daily to respond to phone calls. I have gotten feedback that calls often go unanswered. She must follow-up to ensure that her community feels heard, but at the same time set good boundaries to avoid getting dragged into everybody's own priorities.
"

Superintendent Performance Rating for 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard IV that your committee has identified in the Superintendent Evaluation document here. Check one box for each indicator and circle the overall standard rating.	Unsatisfactory	Developing	Proficient*	Exemplary
IV-A-1 Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. **(PPG, SLG, Technology)**				X
IV-A-2 Mission and Core Values: Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. **(PPG, SLG)**		X		
IV-A-3: Meetings: 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. **(Professional Practice, SLG)**			X	
IV-C-1 Communication Skills: Demonstrates strong interpersonal, written, and verbal communication skills. **(Communication)**			X	
IV-E-1 Shared Vision Development: 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. **(PPG)**			X	

Overall Rating for Standard IV:

Unsatisfactory   Developing   X Proficient*   Exemplary

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

As Pam dives into this role, she will have a better opportunity to really carve out a solid mission beyond simple standards. I believe Pam's role as an educator along with her deep understanding of our district will prove to be of utmost value here.

I am impressed by Pam's transition from peer to leader. It is clear that she is respected by many.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement. Check one box for each goal.

		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
	Professional Practice Goal(s)					
1	**New Superintendent Induction Program (NSIP)** Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the NSIP and earning at least Proficient rating on each major assessment.				X	
1A						
	Student Learning Goal(s)					
2	**Calibrated High Quality Educator Evaluation** By June 2015, principals' and district administrators' ratings of classroom instruction will be reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement.			X		
2A						
	District Improvement Goal(s)					
3	**Effective Communication – Schools, Homes, and Community** By June 2015, the Superintendent will implement communications strategies to improve internal and external communication in order to promote Swampscott as a professional, responsive, and well-managed district dedicate to student achievement.			X		
3A	**Integrate technology effectively to enhance teaching and learning for all students.** Will begin the implementation of a 5-year technology plan for the Swampscott Public Schools.			X		

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		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
	District Improvement Goal(s) - Continued					
3B						
3C						
3D						
	Other Goal(s)					