



Summative Evaluation Report for Dr. Joseph M. Sawyer (December 2016)

Evaluator:

Sandra M. Fryc

1/11/2017

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

~~Step 4: Rate Impact on Student Learning (*Check only one.*)~~ N/A in 2015-2016

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

Dr. Sawyer's overall evaluation rating is *Proficient*. It is important to note that this rating means all areas of assessment are fully satisfactory and commensurate with meeting the rigorous expected level of performance.

Dr. Sawyer's performance is high quality and one that truly embodies his commitment to our school district. Shrewsbury continues to be a high performing district due to his guidance and leadership. However, Dr. Sawyer is quick to point out that his success is tied to the support he receives from the committee, his leadership team, educators, support staff, and other Town Department heads.

Dr. Sawyer's job is multifaceted and continues to have additional layers of responsibility due to increased educational demands as well as state and federal mandates. The school committee is deeply grateful to Dr. Sawyer for his continued work that models for staff and students his commitment to high standards. The school committee members work closely with Dr. Sawyer on a regular basis, and as we prepared to conduct his evaluation, the materials he submitted to us supporting his work since June of 2016, clearly illustrate the volume and complexity of the work he does on a daily basis.

Shrewsbury is a school district that provides taxpayers with excellent results for their investment in education. Dr. Sawyer and his staff prepare the annual budget so that it has the most beneficial impact on student learning. This is a significant strength of Dr. Sawyer's and one that remains challenging due to the tremendous pressure on the school budget to provide services to all level of student learners. Dr. Sawyer and his team do an excellent job of finding innovative ways to alleviate budget pressure wherever possible.

Areas where the committee suggests additional attention:

- Due to the size of the district and number of staff, prioritizing the needs and demands of the district is essential so that Dr. Sawyer can accomplish the necessary goals while also allowing time needed to reflect on the district vision.
- Continued classroom visits to all schools and interaction with members of DLT in order to continue his observation of the ongoing activities in the district. His presence and interactions with the leadership team and educators will provide first hand knowledge of the district's progress and foster strong working relationships with staff.
- Regularly scheduled meetings with the school committee policy subcommittee in order to ensure timely assessment of current policies as well as management of new ones.
- Discussion between committee members and Dr. Sawyer that occur within a few hours prior to a meeting can result in less time than desired to discuss issues, concerns and solutions. Dr. Sawyer and the committee members should determine the best process to communicate in order to enhance ongoing understanding of issues facing the district.

The Town of Shrewsbury is fortunate to have Dr. Sawyer as its school superintendent. The district is very successful due to his vision and leadership. Students in Shrewsbury receive an outstanding education; one that is progressive and engaging so that they graduate with the skills needed to be successful. On behalf of the school committee, I would like to thank Dr. Sawyer for his tireless effort and forward thinking vision. The role of superintendent is not an easy job, but one that Dr. Sawyer does extremely well.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By mid-December 2016, the superintendent will provide evidence that he has made 100 or more classroom visits to observe teaching and learning and will provide data that demonstrates improved perceptions from the District Leadership Team members regarding superintendent visibility in schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						

2	By mid-December 2016, the superintendent will provide evidence that at least 80% of students at Shrewsbury High School will report having an increased understanding of the risks associated with substance abuse.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Here is a link to the District Goals on the Shrewsbury Public Schools Website: http://schools.shrewsburyma.gov/district/Goals1.cfm	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>					
I-A. Curriculum:	Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction:	Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment:	Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I-D. Evaluation:	Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making:	Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

- The success of leadership is displayed in numerous ways, one is how the leader creates a culture of respect, inclusion and growth for his/her team. An area in which Dr. Sawyer excels is fostering this mindset with his team, which is evident in the expectations set at his meetings, such as encouraging risk taking, active listening, and constructive and productive debate.
- While Dr. Sawyer executes the role of evaluator and manager, he thinks of his role as a facilitator, and that allows the team to pursue its potential, both as individual contributors and as a unit. Dr. Sawyer's delegation of some of his responsibilities has improved his overall effectiveness and it empowers his staff to be more invested in their work.
- Dr. Sawyer continues to lead our district in a manner that fosters growth and student learning. He fosters forward thinking and encourages educators and district leadership to create learning methods that incorporate real world problem solving.

Examples of evidence superintendent might provide:

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|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

Superintendent's Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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 Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

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

- Dr. Sawyer has grown very skilled in the handling of the operations of the district, and he addresses the challenges that have occurred in a thoughtful and thorough manner. Having talented and effective members of his team who work well together has helped minimize challenges and invariably leads to a judicious decision for the district.
- Dr. Sawyer does an excellent job of managing the school district. His strengths in this area are his ability to respond quickly and effectively to issues, his focus and guidance on hiring the best possible individuals to fill various roles in the district and his budgeting skills.
- Dr. Sawyer, together with Mr. Collins, has done an excellent job shepherding the Beal School Building Project through the initial set of MSBA milestones within the prescribed 270-day period. Their work culminated in the unanimous passage by town meeting of \$ 1.2 million in funding for the feasibility study phase of the project.
- Dr. Sawyer always displays an ability to do more with less, which is not an easy task when faced with constant resource needs and realignments.

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback

- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials

- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>					
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
III-C. Communication: Communication: Engages in effective communication with families, community stakeholders, and the media about key district issues, including student achievement, district needs, and best practices in education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

- Family and community focus is one of Dr. Sawyer's strongest skills. He is conscientious about including the opinions of stakeholders in various initiatives in the district and values the feedback and experiences others bring to discussions.
- Dr. Sawyer continues to communicate effectively and often with all stakeholders through a variety of vehicles including listservs, the Superintendent's Update email, the Shrewsbury School Journal, his cable show and Twitter. Dr. Sawyer uses social medial effectively to communicate updates and pertinent information regarding school issues and events.
- Dr. Sawyer's efforts to inform the community regarding recent State Ballot Questions #2 and #4 are indicative of his effective communication regarding issues that could be detrimental to the district.

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	X	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	X	
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	X	
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	X	
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district wide culture of reflective practice, high expectations, and continuous learning for staff.			

Unsatisfactory

Needs Improvement

X Proficient

Exemplary

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

- Dr. Sawyer's greatest strength is the ability to create and foster a working and learning environment that encourages every participant to work to his/her potential due to his focus on high standards and a growth mindset.
- Dr. Sawyer leads by example and this category is his area of greatest strength. He fosters a culture of high achievement for those who work in the district as well as himself. Continuous learning and development are a hallmark of our district and he has continued to foster innovation and growth, even during times of budget constraints.
- Managing conflict is never easy, yet Dr. Sawyer is extremely professional in his approach. He encourages open and honest

discussion. He is professional in all discussions, including those where difficult decisions need to be made or issues addressed.

- The Innovation in Learning Project is defining the district regarding professionalism and forward thinking. This work brings values to the educators by providing opportunities for critical thinking and creativity. It also brings value to the community by positioning the school department to offer the best in education to residents.

Examples of evidence superintendent might provide:

- | | | |
|---|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Samples of principal/administrator practice goals | |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> School committee meeting agendas/materials | |
| <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Sample of leadership team(s) agendas and materials | |

Superintendent:

Joseph M. Sawyer, Ed.D.

Name

Signature

Date

Comments: