

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

Dr. Paul Vieira

Evaluator:

Heather Morin, School Committee
Chair

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; 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 (Reference Performance Ratings per Standard; check one box for each Standard.)

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.

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

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

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

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: 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*.

Comments:

I've taken the comments of all the School Committee (SC) Members (Mrs. Lisa Brown, Mrs. Becky Charniak, Mrs. Julie Moulder, Mrs. Monique Salvias and Mrs. Heather Morin) and incorporated their thoughts into each section as we review each standard. The overall summative performance is an average of the 5 School Committee Members input.

While the SC did not bring forth a professional practice goal – the body of evidence provided in his Superintendent's Goals and Evaluation Update presented on March 16, 2022 that Dr. Vieira presented shows lots of professional collaboration and training that has been achieved this year.

Despite having to start his tenure in Douglas amidst the turmoil of COVID, Dr. Vieira has proven to be a Proficient leader. It can not be overstated enough that Dr. Paul Vieira has managed the Douglas Public Schools during a global pandemic with being mindful of getting the Students of Douglas Schools the best education during this historic event. He also created a Blueprint for Student Success with input from multiple stakeholders. Dr. Vieira presented his goal's and evaluation update to the SC at the March 16, 2022 SC meeting with details/evidence that the SC utilized in this evaluation. Some noteworthy observations from the Superintendent's Goals and Evaluation are as follows:

Standard I: Instructional Leadership - Academic Excellence shows the review and curriculum across all grade levels to ensure it is accurate and meeting the needs of the students, the exploration of adding more courses across all grade levels and expand after school activities for students, the Pathway Program at the high school, the partnership with Nichols College for leadership and online course for Criminal Justice and the create and build upon inter and intra school connections and use the model set forth in the Acceleration Road Map to build scaffolds for students to be successful.

Standard II - Management and Operations - throughout the 2021-2022 school year the district will prioritize and focus on the health, safety, and social and emotional well-being of students and staff by offering programs, providing resources, and supporting members of the Douglas Public Schools in these areas. The Well-Being of all through the expansion of after school opportunities for students, create and promote school climate building activities for students and staff, continue to expand more morning meeting, homeroom, and advisory to support the social emotional learning of students.

Standard III: Family and Community Engagement - the Blueprint for Student Success was created and presented at various meetings throughout the year, all School Improvement Plans that were presented in November speak to adding support to students and families, DPS applied and was accepted into the Massachusetts Family and School Partnership Initiative, changed the structure of the November conferences to allow for zoom and in person meeting to meet the needs of families and meet with principals on a regular basis to address needs as they come up and how to problem solve them.

Standard IV: Professional Culture - Dr. Vieira meets twice a month with his leadership team to address issues. Topics on conflict are discussed. He has created a structure where principals meet once a week with building representatives to discuss building based issues. Each principal submits a weekly report to Dr. Vieira that highlights issues with students, staff and families and if required further discuss if there are any issues.

With this Blueprint guide the SC has observed the expansion of academic and co-curricular programming during the past year. Focus on next year's goal should see further language to be included regarding how outcomes will be measured. Some suggestions provided below:

- Focusing on academic achievements in getting kids to work to their potential
- Teach kids to be confident
- Prepare kids for today and the future – Blueprint to focus on kids in middle school and figuring out course selection, time management, personal finance, etc.
- Greater focus on Community – getting kids and community is a win win
- Social and Emotional needs of all of our students – greatly changing in a Post COVID environment

Finally, the Douglas School District is not perfect and there are areas that need improvement, however Dr. Vieira's shared vision for the district is headed speedily and thoughtfully in the right direction. Allowing Dr. Vieira to guide the Douglas School District by continuing to foster collaboration with all stakeholders will direct Douglas Public Schools into the future it deserves.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B	Instructional Leadership – Instructional Indicator(SMART GOAL #I)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal		Body of evidence Dr Viera provided to the School Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	1-B	See Student Learning Goal (SMART GOAL #I) Instructional Leadership – Instructional Indicator (SMART GOAL #I)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	II-A	Management & Operations – Environment (SMART GOAL #II)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3	III-B	Family and Community Engagement – Sharing Responsibility Indicator (SMART GOAL #III)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4	IV-F	Professional Culture - Managing Conflict (SMART GOAL #IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Vieira has had much success in this area, focusing on instructional practices and curriculums in our schools. By utilizing data and observations as well as expanding and revamping programming (e.g. K-5 literacy). He has also prioritized in person learning during the challenges of the pandemic, to the benefit of district students. He also made strides in professional development for the staff as well as math professional development, introduction of the STARS assessment and new literary resources, the district is in a better position to not only meet the needs of students, but accelerate students growth and learning especially after COVID. It is important to keep the focus on student outcomes and measure benefits these new interventions have for students as well as increase in formal observations to give more meaningful feedback to teachers will continue to strengthen this goal.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

This has been a challenging area during the COVID pandemic. While there have been great strides with Social Emotional Learning (SEL), equity and inclusion across the district this past year there is still room for improvement. Dr Vieira could be more proactive in recruiting efforts as well involving multiple stakeholders such as administration and school committee in the earliest stages of budget development and major curriculum changes. Ensuring properly staffed to engage our student population needs which is directly attributed to COVID and keeping the SC apprised on staffing issues which could easily turn into a safety issue (Social and Emotional needs for counselor/Nursing shortage). The continuation of face to face meetings of the Superintendent to students the SC feels is critical for further growth of the students getting to know the superintendent and vice versa. As well by having all Principals, Department Heads and staff within the district to embrace Dr. Vieira's forward vision and to take initiative to be innovative agents for continuous improvements.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Dr. Vieira has had communication with leaders and weekly reports from principals in each building as well as monthly discussion with the DTA leadership and has shared with SC members. He also does incorporate a weekly newsletter to the community as well. One area of concern has been addressing family/guardian concerns of protected classes. Family/Guardian concerns are an area for improvement as the SC has seen more emails this past year bringing attention for additional help than in previous years (family/guardians not satisfied with district responses). The SC committee has had to reach out to Dr. Vieira for each family/guardian inquiry to find a resolution to their issue. This could potentially be a focus area for next year is addressing family concerns (III-D) due to the raise inquires the SC has received this past year.

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	■	□				
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	■	□				
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	■	□				
<p>OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>					□	□	□	□
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): All of us on the SC understand that the school did negotiate with all three unions this past year which has been challenging when taking into account COVID procedures as well as labor negotiations with the unions. Dr. Vieira has made improvements in Professional Culture there is still room for improvement. All of the students in the Douglas Schools should feel safe in identifying who they are and zero tolerance from either staff or students by bullying anyone. Respect should be from staff as well as students. We need to push for higher standards and academic success as well as adapt to change more proficiency. The superintendent can continue to grow in use of collaboration and allowing other voices to inform his decision making. Although it will take more time, Dr. Vieira has the ability to further unify all of the school buildings and further increase the sense of community.</p>								