

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: \_\_\_\_\_ Dr. Paul Vieira \_\_\_\_\_

Evaluator: \_\_\_\_\_ Heather R Morin \_\_\_\_\_

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*Heather R Morin*  
 \_\_\_\_\_  
 4/26/23  
 26 Apr 2023

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

## 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. Monique Salvas, Mrs. Julie Moulder, Ms Beth Bergstrom, Mrs. Theresa Brooks and Mrs. Heather Morin) and incorporated our thoughts into each section as we reviewed each standard. The overall summative performance is an average of the 5 School Committee Member's input, which the School Committee Chair compiled to put together this assessment.

Overall rating was Proficient and some comments from the School Committee (SC) thoughts:

While there have been continue emphasis on Social Emotion Learning (SEL), equity and inclusion across the district this past year there is still room for improvement. Some notable achievements areas are the focus to increase student outcomes with prioritizing data collections regarding student achievements has been positive to determine where students need the most support and how the district can best support individual's student growth in language and math. The difficulty in the Special Education Department is one area this year that should be highlighted as Dr. Vieira's strength as well. Anytime of the SC members brought forth a situation, he would always follow-up and inform the SC proactively.

Finally, the Douglas School District is still adjusting from post-COVID posture and Dr. Vieira's shared vision for the district continues to make strives even with the staffing challenges that have been encountered this year. 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				Met	Exceeded
<b>Student Learning Goal</b>	I-D	Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal</b>	I-D	Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 1</b>	I-D	Instructional Leadership – Instructional Evaluation(SMART GOAL #I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 2</b>	II-A	Management & Operations – Environment (SMART GOAL #II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 3</b>	III-A	Family and Community Engagement – Engagement (SMART GOAL #III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 4</b>	IV-D	Professional Culture – Continuous Learning (SMART GOAL #IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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
-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
-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
<b>I-A. Curriculum:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> 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"/>
<b>I-E. Data-Informed Decision Making:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>I-F. Student Learning:</b> 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, achievement must be taken into account when determining a performance rating for this standard.			

<b>OVERALL Rating for Standard I: Instructional Leadership</b> 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 type="checkbox"/>	<input type="checkbox"/>
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**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
 Overall rating was Proficient and some comments from the School Committee (SC) thoughts:  
 Dr. Vieira holds his staff and administrators to high standards and is on top of making sure they are aligned with state regulations, union and non-union contract provisions. Some notable achievements areas are the focus to increase student outcomes with prioritizing data collections regarding student achievements has been positive to determine where students need the most support and how the district can best support individual's student growth in language and math. The difficulty in the Special Education Department is one area this year that should be highlighted Dr. Vieira's strength as well. Anytime of the SC members brought forth a situation, he would always follow-up and inform the SC proactively.

# 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
<b>II-A. Environment:</b> 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"/>
<b>II-B. Human Resources Management and Development:</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> 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 type="checkbox"/>	<input type="checkbox"/>

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

Overall rating was Proficient and some comments from the School Committee (SC) thoughts:

Dr. Vieira has taken the physical safety of the school community very seriously. This has been demonstrated in the collaboration with multiple town departments to secure our schools infrastructure. Kudos for having positive additions of bringing back families into our schools buildings to celebrate children's successes (Student of the Month), lunch with families and the continuation of parent/teacher conferences via zoom.

Some areas that are of concern continue to be the lack of school adjustment counselor that is sorely needed in the Middle School but due to budget constraints, this position is not funded for FY24 school year. If Budget constraints for FY24 improve (funding becomes available), SC would like to see this position funded.

There have many challenges the district has faced, Dr. Vieira has demonstrated somewhat of re-activeness vs a pro-activeness to challenging situations; which in turn caused stress to students, staff and families at times. However this is due to extenuating circumstances, where his focus was shifted due to challenging administrative staffing issues as he worked this past year.

Also, looking to have more emphasis and priority should be placed on positive effective programming during morning meetings/home

room time in particular. Some would like to see more walkthroughs to monitor progress in the year and increased efforts to differentiate instruction would be recommended for 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
<b>III-A. Engagement:</b> 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"/>
<b>III-B. Sharing Responsibility:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> 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 type="checkbox"/>	<input type="checkbox"/>

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

Overall rating was Proficient and some comments from the School Committee (SC) thoughts:

Dr. Vieira communicates with the community and stakeholders in a variety of ways. Great success this past year in seeing Carnival night at the Elementary School and the 6th grade orientation in getting community involvement.

Some recommendations are to further development and creative ideas to engage families and students to the greater Douglas community during and after school day would create richer experiences for students whether virtual or in person local field trips (ex Fire Station, Douglas Orchards, etc).

# 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
<b>IV-A. Commitment to High Standards:</b> 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 type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
 Overall rating was Proficient and some comments from the School Committee (SC) thoughts:

Dr Vieira has challenged his staff to embrace an “I Wonder” culture and to be curious about their own practices. He is able to model using current research and best practices to consciously adapt his practice for improved results. The staff appear to have a work environment where reflective practice and current researched based methods are nurtured.