

### School Committee Member Superintendent Evaluation Worksheet (May 2022 - April 2023)

<p><b>Student Learning Goal</b> By the end of January 2023, the Superintendent of Schools will have taken steps to seek an understanding of the effects of the pandemic on the collective academic progress and social and emotional well-being of Shrewsbury Public School students, and will publicly report his findings and recommendations.</p>	<p>Significant progress</p>	<p>Comment: Dr. Sawyer has collaborated with staff, parents, students and the community to better understand the effects of the pandemic on student learning and to identify gaps. The district is using data assessments to assist with this process and to identify the areas of highest need and use of resources. Dr. Sawyer's reports are always thorough, data driven, and provide a comprehensive view of the progress toward student progress. The district's strategic planning work this year will position us well to share more progress reports at key points in time in the future.</p>
<p><b>Student Health &amp; Well-Being Goal</b> By the end of January 2023, the Superintendent of Schools will present a recommendation for a plan to improve the sleep health of students, which may include changes to school start times to the School Committee for approval.</p>	<p>Exceeded</p>	<p>Comment: Dr. Sawyers leadership with the Sleep Health/School Start Time initiative was outstanding. This work was detailed, thoughtful, and provided a well rounded view of stakeholder impacts across the various start time options presented to the Committee for review. This process took a significant amount of work and the Committee was provided with regular updates and reports leading up to our decision.</p>
<p><b>District Strategy Goal</b> By the end of February 2023, the Superintendent of Schools will present an updated five-year set of strategic priorities and goals to the School Committee for approval.</p>	<p>Met</p>	<p>Comment: This goal has been achieved, and the work product developed represents an improvement in terms of focus and clarity as compared with its predecessor document. The priorities generated from this process will better enable the district to focus its attention and resources than previous efforts, which while useful and well-intentioned were expansive enough to lack sufficient clarity about where constrained resources (financial and time) should be spent.</p>
<p><b>Professional Practice Goal</b> By the end of April 2023, the Superintendent of Schools will have developed and implemented updates to both external and internal communications protocols, in order to improve the effectiveness of communications with families and with staff.</p>	<p>Some progress</p>	<p>Comment: Communication, through a variety of mediums, has always been a hallmark of Dr. Sawyer's work. While he may not have advanced his own personal goals in this area, he has continued to communicate with staff, parents, students, and the community on a frequent basis in a manner that provides a high level of information. Exploring alternative avenues of communication should remain a goal of the Superintendent's in the coming weeks and months.</p>
<p><b>Progress toward District Goals</b> The district's Strategic Priorities &amp; Goals are linked below. Regarding completion of remaining goals for the 2018-2022 plan, key areas of focus this past year included the potential change in school start times and an update to the homework policy.</p>	<p>Exceeded</p>	<p>Comment: Despite the pandemic's impact on all aspects of the profession many key priorities have been advanced or achieved this year. Dr. Sawyer balanced many key initiatives over the last year, focusing on student health and well being with the Sleep Health Study, advancing our new resources for counseling and mental health, and leading district planning for new strategic priorities while advancing student learning.</p>


<a href="#">Link to Strategic Priorities &amp; Goals 2018-2022</a>		
<b>Standard I: Instructional Leadership</b>		
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.	Proficient	
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.	Proficient	
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.	Proficient	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	Proficient	
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.	Exemplary	
<b>Overall Rating for Standard I: Instructional Leadership</b>	Proficient	Comment: The work to advance classroom practices, despite the pandemic, is impressive. As we bring in more ways to assess performance we will continue to need to ensure that staff have the tools and resources to meaningfully use that data to impact their instruction. Determining key metrics, as part of the strategic planning process will help district-wide focus on key outcomes. There has also been progress in evolving career and technical education options at the high school in an attempt to mitigate our vocational learning gap.
<b>Standard II: Management &amp; Operations</b>		
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.	Exemplary	

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.	Proficient	
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.	Proficient	
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.	Exemplary	
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.	Exemplary	
<b>Overall Rating for Standard II: Management &amp; Operations</b>	Exemplary	Comment: The management of a school district as large as Shrewsbury is complex. Dr. Sawyer leads with firm understanding of our schools financial guardrails while balancing the operational needs of our district in a collaborative fashion. This was displayed in the key investments made in counseling, clinical, and social work - new positions that had a positive impact during the current school year. Dr. Sawyer should leverage the predictability of our new budget approach and continue to focus on future investments that will bridge resource gaps. The School Committee remains concerned about the lack of diverse representation on the district's staff, however we are appreciative of the concrete steps that have been taken to address this shortcoming. The Superintendent's responses to a variety of challenges and crises have instilled confidence in our schools throughout the community.
<b>Standard III: Family &amp; Community Engagement</b>		
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.	Exemplary	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	Exemplary	

III-C. 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.	Exemplary	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	Exemplary	
<b>Overall Rating for Standard III: Family &amp; Community Engagement</b>	Exemplary	Comment: Family and community engagement is one of the hallmarks of Dr. Sawyer's management style. Through multiple structured processes this year, Dr. Sawyer engaged many members of our school community to build consensus on important issues, including Start Times and Strategic Planning. He was thoughtful on topics important to the community, including the school calendar and its impact on families and students. The district has demonstrated its interest in, and commitment to, public feedback through a variety of channels on a number of key subjects. We appreciate the amount of time that Dr. Sawyer recently spent visiting schools and talking to students to hear their feedback directly.
<b>Standard IV: Professional Culture</b>		
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.	Exemplary	
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.	Proficient	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	Exemplary	
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.	Proficient	
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.	Exemplary	

<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>Exemplary</p>	
<p><b>Overall Rating for Standard IV: Professional Culture</b></p>	<p>Exemplary</p>	<p>Comment: The professional culture of SPS is one of respect and inclusion. Academic success for all students means ALL. This starts from the top down and is ingrained in the work of all staff. Shrewsbury Public Schools enjoys a statewide reputation for having a strong professional culture, and the Superintendent's leadership sets the tone which leads to that recognition. In addition, Dr. Sawyer's participation in the time-intensive professional development program by Massachusetts Association of School Superintendents, Racial Equity, Diversity, and Inclusion (REDI) program, demonstrates a commitment to focus on instructional leadership work during this past year in a area critical to culture for our staff and students.</p>
<p><b>Overall Summative Rating for the Superintendent's Performance (Please consider the preponderance of the ratings above to provide an overall rating, as well as any comments on the superintendent's overall performance over the past year).</b></p>	<p>Exemplary</p>	<p>Comment: Shrewsbury is a strong system, which delivers value to everyone in our community. That starts at the top with Dr. Sawyer's leadership and engagement with our students, our parents, our staff, key members of town government and our residents. While there are areas for continued growth for the District, such as in streamlining communication, balancing the many professional development needs in the district, and building out a staff which reflects our community's diversity, in each of these areas Dr. Sawyer has a plan and a path forward to help us get where we want to go. His vision and leadership are an asset to the town.</p>

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 School Committee Chair  
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 Superintendent of Schools  
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