

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Paul Haughey

**Evaluator:** SUMMATIVE

7/12/21

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goals(s)

- Did Not Meet   
  Some Progress   
  Significant Progress - 1   
  Met - 5   
  Exceeded

Student Learning Goals(s)

- Did Not Meet   
  Some Progress   
  Significant Progress - 1   
  Met - 2   
  Exceeded - 2

District Improvement Goals(s)

- Did Not Meet   
  Some Progress   
  Significant Progress - 1   
  Met - 4   
  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 checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Unsatisfactory     
 Needs Improvement     
 Proficient - 6     
 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:**

Dr. Haughey's goals for the 2020-2021 school year were:

1. **COVID-19 Response and Support for Schools – Staff and Students as we reopen our district with a phased in approach focused upon safety**
2. **Whole Child! Support to Students and Families to Address Opportunity Gaps**
  - o We will provide supports to students and families to narrow opportunity gaps and promote strong academic progress among economically disadvantaged students, students of color, English learners, and students with disabilities. This will include new summer programming to accelerate student learning using the Acceleration Academies model, improved special education outcomes through the new IEP process, support for districts to implement the new Interactive Blueprint for English learners, strengthened interpretation and translation services, and direct support for two additional districts requiring assistance.
3. **Investing in professional learning via Resources and Evidence-based Practices to Strengthen Teaching and Learning**
  - o We will continue to promote evidence-based practices to strengthen teaching and learning. We will expand ongoing efforts to invest in our educators, improve early literacy instruction and outcomes, expand and enhance early college programs, promote the use of high-quality instructional materials, and increase research capacity to identify practices that are linked to improved student outcomes.
4. **Provide dynamic, broad-based learning opportunities as part of an innovative and responsive public school system**
  - o Capital Improvement Needs including HVAC, and the like
  - o Integrate Instructional Technology
  - o Experiential learning at every grade level
5. **Long-Term Goal – An Educational & Fiscal Strategic Plan:** Engage the School Committee and a broad array of stakeholders to build a multi-year strategic plan for the District, drawing on the vision of Strategy for district Improvement (2019-2022), student needs coming out of the COVID-19

pandemic, and recommendations from DESE and an external research group on promising practices from across the U.S. and other countries. *This work will begin in winter 2022 once the Strategy for District Improvement has concluded.*

- We will implement several critical initiatives this year, including advancing our district's commitment to anti-racism, equity, and inclusiveness – in collaboration with the School Committee – to guide Spencer-East Brookfield Regional School District's work in the coming years.

Comments from Members of the Committee regarding these standards include:

- "Continues to communicate accomplishments of staff and students to community via social media, newspaper, meetings, etc."
- "Continues to be highly visible and engaged in school community"
- "Continues to ensure that administrators and students are engaged and held to expectations to improve performance."
- "Turn around rate has decreased significantly – staff are staying in the district and student enrollment continues to increase."
- "Dr. Haughey had the remote learning up and running in a timely and efficient manner."
- "Dr. Haughey had the Grab and Go Meal Plan running smoothly and efficiently throughout the time needed."
- "He continually partnered with the administrative team, local health officials, and neighboring superintendents as he strictly followed DESE COVID-19 related guidance and recommendations."
- "Dr. Haughey worked collaboratively with local officials to be sure health and safety precautions were established before attempting to bring students and teachers back in person to district schools."
- "The results of the tiered focus monitoring review was a strong indicator of positive and steady progress of special education services within the district."
- "Dr. Haughey works collaboratively with all stakeholders involved on the capital needs of the district...to address deficits in the areas of HVAC and instructional technology."
- "Dr. Haughey implemented a very thoughtful and successful Covid-19 strategy for the district."
- "Dr. Haughey guided the district to a successful year."
- "Dr. Haughey showed great leadership through such uncertain times. He implemented a thoughtful, concise plan that district leadership, educators, and governance could easily follow."

# 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

**District Improvement Goal 1**  
*– COVID-19 Response and Support for Schools – Staff and Students as we reopen our district with a phased in approach focused upon safety*

**Key Actions**

- Hire a new "District Lead Nurse" to coordinate and support our schools with implementing health and safety guidance and COVID-19 response protocols in schools.
- Collect and report COVID-19 case data from each school, consistent with privacy protections, to help track statewide trends and support the district in making decisions that are in the best interest of students and staff.
- Monitor the latest COVID-19 research and issue updates to health and safety guidance as appropriate, in collaboration with DESE's medical advisors, the Department of Public Health (DPH), and the Governor's COVID-19 Command Center. Continue to expand health and safety measures as appropriate and available, for instance through expanded access to COVID-19 testing.
- Align the district's learning model (full-time in-person, hybrid, or remote) to COVID-19 health metrics published by DPH, with a focus on prioritizing in-person/hybrid learning whenever it is safe to do so.
- Promote student learning time requirements, recognizing that instructional time is an essential resource for students. Provide guidance on how our district can meet these expectations using best practices across learning models, with accountability for required structured learning time, grading policies, and curricula aligned to state standards otherwise known as Massachusetts Curriculum Frameworks.
- Conduct reviews and audits, where appropriate, to identify best practices and assess the quality of remote and hybrid learning models. Promote effective practices and sound decision-making regarding which model our district implements within their schools in line with DPH & DESE guidelines.
- Continue ongoing two-way communication with Southern Worcester County superintendents and other key stakeholders to assess COVID-19 implementation efforts and determine additional areas where we can provide support to one another within the Southern Worcester County region.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**District Improvement Goal 2**  
 - *Whole Child/ Support to Students and Families to Address Opportunity Gaps*

**Key Actions**

We will provide supports to students and families to narrow opportunity gaps and promote strong academic progress among economically disadvantaged students, students of color, English learners, and students with disabilities. This will include new summer programming to accelerate student learning using the Acceleration Academies model, improved special education outcomes through the new IEP process, support for districts to implement the new Interactive Blueprint for English learners, strengthened interpretation and translation services, and direct support for two additional districts requiring assistance.

**Acceleration Academies.** Expand "Acceleration Academies" programming into the summer months with a large-scale Summer Academy in 2021 that will offer 3-4 consecutive weeks of high-quality instruction in mathematics and English language arts, targeted to students' specific educational needs. Use diagnostic assessment data to identify students who need this acceleration opportunity to support them to master grade-level content and support readiness for the next grade level. Initially called Learning Centers, our Academic

**Improved special education outcomes:** Continue to develop all aspects of a new Individualized Education Program (IEP) to provide robust guidance on the full IEP process, including identification, referral, eligibility, and IEP development.

**English learners:** Further disseminate and support the use of the Interactive Blueprint for English Learner Success, with a focus on providing high needs districts with tools, resources and coaching. Specifically, we will:

- Pilot "what-to-look-for" tools for our schools to self-assess their progress in meeting the goals stated in the four pillars of the Blueprint.
- Develop three learning modules (in-person, hybrid, and remote only) on implementing the Blueprint. We will work with other area districts serving a high percentage of English learners to pilot the modules and provide technical assistance and coaching to the districts to support improved teaching and learning of English learners.

**Interpretation and translation services:** Expand interpretation and translation services for parents who are not native English speakers with

the highest prevalence of students who are dually identified as English learners and students with disabilities.

**Complete the Tiered Focused Monitoring (TFM) process with MA DESE this year.** As you know, Tiered Focused Monitoring was suspended last spring due to the pandemic and now, the MA Department of Elementary and Secondary Education plans to restart this process in the fall of 2020 with a possible completion target of early 2021. This Tiered Focused Monitoring System includes but is not limited to a comprehensive review of our programs and services in Special Education, English Language Education, Civil Rights, Title I, Food Services, and the like. In brief, it is a process to determine our ability to meet legal mandates against federal and state laws in each area of public education.

**District Improvement Goal 3**  
*- Investing in professional learning via Resources and Evidence-based Practices to Strengthen Teaching and Learning.*

**Key Actions**

We will continue to promote evidence-based practices to strengthen teaching and learning. We will expand ongoing efforts to invest in our educators, improve early literacy instruction and outcomes, expand and enhance early college programs, promote the use of high-quality instructional materials, and increase research capacity to identify practices that are linked to improved student outcomes.

**Increased access to STEM coursework:** Launch a multi-year initiative to support more students to participate and succeed in rigorous courses, pursue postsecondary education, and be well prepared to enter STEM (science, engineering, technology and mathematics) professions. This year, we will identify where low numbers of students engage in STEM courses and begin to develop these offerings through community partnerships with FLEXcon and Siemens so students can engage in the coursework at no additional cost to the student, family, or school district.

**Early college:** In collaboration with the Early College Joint Committee, establish performance standards for what constitutes high-quality early college programming, expand high-quality programs through the designation process, and expand the number of early college designated sites offering 30+ credits.

**High-quality instructional materials and professional development:**

- Continue to produce and publicize the Curriculum Ratings by Teachers (CURATE) reports to enable more schools to adopt and effectively use high-quality curricula.
- Clarify expectations for educator preparation programs so that candidates are effectively prepared to use curriculum skillfully.
- Provide resources to help schools select high-quality professional development. Action-oriented research for educational equity: Leverage DESE's 2020 receipt of the federal Statewide Longitudinal Data Systems (SLDS) grant award so we may take part in a Statewide Research Hub that will support data alignment and evidence-based research across agencies from pre-school to the workforce.





**District Improvement Goal 4**

- Provide dynamic, broad-based learning opportunities as part of an innovative and responsive public school system. We will continue to promote deeper learning in schools across the district through:

- Capital Improvement Needs including HVAC, and the like
- Integrate Instructional Technology
- Experiential learning at every grade level

**Key Actions**

**Address capital improvement needs** within the regional school district by partnering with our parents/families, communities, the Massachusetts School Building Authority, and Siemens - so that our facilities are innovative, responsive and meet the needs of 21st - century teaching and learning.

- Utilize performance-based contracting with Siemens to effectively and efficiently realize opportunities to improve our capital needs in the Wire Village School, East Brookfield Elementary School, and Knox Trail Middle School - so that all buildings are able to support teaching and learning needs for the 21st century.
- Partner with all stakeholders so that we may realize a Massachusetts School Building Authority project that accurately reflects and meets the teaching and learning needs of our students at David Prouty High School – so that STEAM and college and career opportunities are met now and into the future for our communities and the Southern Worcester County Region.

**Integrate Instructional Technology.** Provide teachers, support staff, and administrators with the resources, both human and capital, and professional learning needed to effectively utilize technology to support student learning and administrative tasks.

- Develop "Maker Spaces" or "Innovation Spaces" in each school building to allow students to explore science, technology, engineering, arts, and mathematics (STEAM) learning offerings in Grades PreK-12.
- Engage students in purposeful and differentiated digital learning activities across all grade levels and disciplines in Grades PreK-12.
- Maintain an updated inventory of equipment and digital resources utilizing industry standards for staffing, training, and maintenance aimed at preparing students for global careers.

**Experiential learning at every grade level** - including Service Learning – via external partnerships with college, career, and community connections so students are life-ready.

- Establish external partnerships for further content enrichment offerings with FLEXcon, American Heart Association, 15-40 Connection, UMass-Medical Center, UMass-Stockbridge, and the like.
- Expand Chapter 74 into Marketing/Business, Criminal Justice, Environmental Sciences, and Early Childhood Education.

	<ul style="list-style-type: none"> <li>• Design, develop and implement innovation pathways and college articulation (MWCC, QCC, MCA)</li> <li>• Establish connections between early education (PreK-2) and high school</li> <li>• Promote the Advanced Placement Diploma Distinction program at David Prouty High School.</li> <li>• Promote the Seal of Bi-Literacy program at David Prouty High School.</li> </ul>				
<p><b>District Improvement Goal 5</b>  - Long-Term Goal – An Educational &amp; Fiscal Strategic Plan: Engage the School Committee and a broad array of stakeholders to build a multi-year strategic plan for the District, drawing on the vision of Strategy for district Improvement (2019-2022), student needs coming out of the COVID-19 pandemic, and recommendations from DESE and an external research group on promising practices from across the U.S. and other countries. This work will begin in winter 2022 once the Strategy for District Improvement has concluded.</p>	<p><b>Key Actions</b></p> <p>We will implement several critical initiatives this year, including advancing our district's commitment to anti-racism, equity, and inclusiveness – in collaboration with the School Committee – to guide Spencer-East Brookfield Regional School District's work in the coming years.</p> <ul style="list-style-type: none"> <li>• Commitment to anti-racism: Provide over 16 hours of required anti-racism training sessions and follow-up support facilitated by Overcoming Racism for all DESE staff, and hold regular meetings with DESE's Diversity, Equity, and Inclusion (DEI) Committee to advance our district-wide commitment to anti-racism and equity. To support our schools with anti-racism work, DESE will offer two professional development academies to support our district and school teams to improve racial equity through culturally responsive practices and by critically examining and enhancing their local pedagogy, policies, systems, and practices.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 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
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><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.</p> <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>                      "Dr. Haughey has demonstrated a strong commitment to the plan and has continued to provide great leadership during this pandemic."                      "Dr. Haughey worked with union leadership to make sure teaching and learning continued during Covid. His instructional leadership was on point for the conditions we were in with the pandemic."                      "Performance was exemplary from Dr. Haughey during the challenges from Covid to set expectations for staff how to instruct students with a whole new way of teaching when schools were not in class session at a building. Teachers carried out tasks laid out by Paul and his leadership perfect."</p>			

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.

“Dr. Haughey worked with the curriculum director, administrators and teachers to be sure curriculum was implemented effectively throughout the pandemic. Instruction was adjusted as state guidelines were continually adjusted. The instructional expectations were high as each scheduling transition transpired. The district successfully implemented remote, hybrid and full in person learning during the 2020-2021 school year.

Dr. Haughey led the district through uncharted and unprecedented times. He listened attentively to all stakeholders involved as each decision was made to integrate more students into the schools as DESE guideline frequently changed.

Due to the constant disruption in all schools throughout the pandemic, it was challenging for the district to consistently administer district wide testing. Moving forward, I would like to see the district get back on track with district wide testing. I would also like to see district wide testing administered in more grade levels to consistently monitor progress and regression. Districtwide testing provides immediate data and feedback that teachers require to adjust instruction as needed. During the next school year, I would like to see more updates on student progress at School Committee meetings. Districtwide testing data will help further guide the School Committee to make informed decisions when budgeting for resources, programs and learning materials that students need to be successful.”



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

MASSACHUSETTS  
DEPARTMENT OF  
ELEMENTARY & SECONDARY  
EDUCATION

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
<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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)					
<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 checked="" type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>					
<p>"Dr. Haughey works closely with district administrators, the School Committee and member towns to establish a budget that is fair and manageable for all involved. He clearly communicates his vision, mission and goals for the district when establishing the budget each fiscal year. Dr. Haughey has consistently demonstrated his willingness to be flexible and transparent when working with elected officials in both communities regarding budget decisions. Dr. Haughey fully understands and complies with all laws, ethics, and policies, when making decisions for the district. He works diligently with staff to be sure scheduling and management decision are compliant with current DESE guidelines. Throughout the pandemic, Dr. Haughey developed effective plans and procedures to be sure all health and safety guidelines were thoroughly implemented."</p> <p>"Dr. Haughey followed the guidance perfectly from the federal, state, and local health officials to keep students and staff safe during Covid. He also guided the district through negotiations with various unions/units in this unprecedented time. Transitions were smooth and effective."</p> <p>"Dr. Haughey's performance rating is based off of his Covid response. He showed effective plans, procedures, and routines to deal with the pandemic, keeping health and safety front and center. He followed and listened to state and local officials to help navigate the pandemic response. Management and operations hit a home run during covid times. Dr. Haughey continues to have a vision for our district and is laser focused on our budget even in crazy times. He also managed to negotiate all units during a busy year."</p> <p>"Dr. Haughey was transparent and collaborated well w/ admins to develop an acceptable budget for our towns."</p>					

# 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
<p><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.</p> <p><input type="checkbox"/> Focus indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1
<p><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.</p> <p><input type="checkbox"/> Focus indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1
<p><b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p> <p><input type="checkbox"/> Focus indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 6	<input type="checkbox"/>
<p><b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.</p> <p><input type="checkbox"/> Focus indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1
<p><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.</p> <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>                      "Dr. Haughey consistently communicates and collaborates with families and community members. He works to engage everyone through a variety of platforms including news media, social media, the district website, emails all calls, and personal phone calls. He always responds to parents emails and phone calls in a timely manner. Dr. Haughey supports student learning equitably across all settings."                      "Although Covid kept our students remote for a while, student learning remained front and center. Dr. Haughey worked closely with all unions to make sure each unit continued to do their jobs for the benefit of our students and district as a whole. His consistent collaboration with families and stakeholders was excellent. Dr. Haughey engaged with everyone in the district, community, as well as the state, to help give our district the support it needed."                      "Strong communication w/ Board of Health to continuously update families about Covid and safety concerns."                      "Dr. Haughey has done an excellent job making sure children were engaged and learning during Covid. Dr. Haughey has also kept to his plan for the district and has made sure students and staff are engaged since returning to the classroom."</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 1

## Superintendent's Performance Rating for Standard IV: Professional Culture

	U	NI	P	E
Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)				
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 1
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>
<p><b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>
<p><b>OVERALL Rating for Standard IV: Professional Culture</b></p> <p>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><b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b></p> <p>"Dr. Haughey is an excellent communicator. He responds to emails within one day of receiving them. Dr. Haughey sends weekly updates to the School Committee. He keeps all stakeholders informed about all district events. Live streaming instruction allowed educators to cover more curriculum during the pandemic. As a parent of three students at three different schools, I have observed remote, hybrid, and full in person learning in the district first hand. I am grateful for the continuous high quality instruction that transpired during the pandemic."</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 5	<input type="checkbox"/>

"Dr. Haughey has done a good job with demanding professionalism with staff and administrators of the district. My only complaint, is there are still staff members pushing their political beliefs, indoctrination of our students needs to end, and I believe Dr. Haughey is on track to creating a politically neutral learning environment."

"Dr. Haughey has continued to increase communication with families re: updates of Covid/school protocols and policies."

"During Covid it would have been easy for people to let their performance dip in regards to staff and culture but Dr. Haughey did not let a pandemic stand in his way."