

SUPERINTENDENT PERFORMANCE EVALUATION

(Adapted for Boston Public Schools Superintendent)

Reference Documents:

[Superintendent Skipper’s SY 2022-23 Self-Evaluation](#)

[Superintendent Skipper’s SY 2022-2023 Self-Evaluation Memo](#)

[Superintendent Skipper’s Focus Areas for SY 2022-23](#)

[DESE Model Rubric](#)

Nombre:	Mary Skipper
Date of Completion:	August 9, 2023
Completado por:	Rafaela Polanco Garcia
Tipo de plan del educador:	Superintendent Evaluation, SY 2022-2023

RATINGS

DEFINITIONS

HIGHLY EFFECTIVE (Exemplary)	Performance far exceeded expectations due to exceptionally high quality of work performed in all essential areas of responsibility, resulting in an overall quality of work that was superior; and either 1) included the completion of a major goal or project, or 2) made an exceptional or unique contribution in support of unit, department, or district objectives. This rating is achievable by any employee though given infrequently.
EFFECTIVE (Proficient)	Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent. Annual goals were met.
DEVELOPING (Proficient)	Performance consistently met expectations in all essential areas of responsibility, at times possibly exceeding expectations, and the quality of work overall was very good. The most critical annual goals were met.
MINIMALLY EFFECTIVE (Needs Improvement)	Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility, and/or one or more of the most critical goals were not met. A professional development plan to improve performance must be attached, including timelines, and monitored to measure progress.
INEFFECTIVE (Unsatisfactory)	Performance was consistently below expectations in most essential areas of responsibility, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas. A plan to correct performance, including timelines, must be outlined and monitored to measure progress.

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.

Specific Areas of Focus:

- 1-A Curriculum
- 1-D Evaluation
- 1-E Data-Informed Decision Making
- 1-F Student Learning
- 1-A Curriculum
- 1-B Instruction
- 1- C Assessment
- 1-D Evaluation
- 1-E Data-Informed Decision Making
- 1-F Student Learning

Superintendent Goal Alignment:

- Prioritizing and Accelerating Academic Performance
- Strengthening Access to Social-emotional Learning
- Increasing Accountability for both the Central Office and our Schools

RATING:

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

Considering that our Superintendent has only been in the position for 10 months, I think that her performance aligning with the goals has been effective. I can see how it aligns with her executive team. However, I want to suggest that she not forget about **the details**. I encourage her to keep focusing on real student outcomes and continue developing effective and efficient communication with school leaders and her team.

I suggest the Superintendent be the engine of transformation and innovation. We know that our educational district is very complex, to mention an example, we have ongoing questions about, "How can we increase the graduation rate of English Language Learners and English Language Learners with Disabilities?" There is no magic wand to answer this question, but there are initiatives we can suggest.

The student's family environment, self-esteem, level of attention and degree of motivation - if we work on these three factors at an early age in school, we can influence the motivation of students and families. This is achieved to a great extent by motivating teachers to insist on the importance of creating didactics from an early age that lead students to love and continue studying.

We have a shortage of teachers who are bilingual. I think we can promote Spanish classes that teachers take or the language that is strongest in the school with the idea to reach an inter-institutional agreement with the Boston Teachers Union (BTU) so that teachers can receive a stipend for taking these classes.

Consider hiring bilingual school leaders to ensure that people interested in becoming teacher assistants who have limited English receive certain considerations when taking the test, since the test is only in English. Many times most of these people know the system because they have worked as parent mentors, lunch monitors, or bus monitors. They have great experience, but for not being able to pass the test they are disqualified.

STANDARD II: Management and Operations

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.

- 2-A Environment
- 2-B Human Resources Management/Development
- 2-C Scheduling and Management Information Systems
- 2-D Laws Ethics and Policies
- 2-E Fiscal Systems

Superintendent Goal Alignment:

- Improving Internal and External Communication with Families and and Staff
- Streamlining Operations and Ensuring Student Safety

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I appreciate the efforts our superintendent has been doing to fill key positions in the District, however I suggest that she should continue to organize, review, and adjust in coordination with the Operative Management to run our Boston Public Schools.

I think you should start discussions to have an external recruitment company where we can see the results of searching for staff members much more quickly, given the needs of our educational district.

After the Covid-19 pandemic, many of our students have been scarred, as have their families. I encourage our superintendent to promote more hiring of social-emotional support staff.

English Language Learners and English Learners with Disabilities have unique needs that must be respected in schools for both academic and social and emotional well-being reasons.

For this reason, I believe that providing access to native language instruction and support services will be critical, because it is the foundation for learning academic English. The evidence is clear and unequivocal about this principle. In addition, these students have cultural and social-emotional needs that must be addressed.

STANDARD III: Family and Community Engagement

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 school and district.

- 3-A Engagement
- 3-B Sharing Responsibility
- 3-C Communications
- 3-D Family Concerns

Superintendent Goal Alignment:

- Developing Authentic Family and Community Engagement Practices
- Improving Internal and External Communication with Families and and Staff

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

My rating is based on the fact that I have seen how the Superintendent has shown genuine interest in meeting with families and listening to their concerns and needs. However, I must suggest to her that her staff team that works with family engagement needs to continue to think about best practices so that authentic family engagement can be achieved.

I can cite as an example the school parent councils; most of them are not fulfilling the mission and vision that a school parent council should have. We must train families so that they can educate themselves about the importance of school parent councils and the members of the school government. This way, they can understand the power they have, and above all the importance of them being an integral part of the educational process of their children.

I also want to reiterate my usual prayer in my speeches. The only way we will truly uplift our immigrant families is through community organizations because they reach where schools don't reach, especially, because in our District we have families who don't have legal immigration status to be in this country. That's why they feel vulnerable and they feel like they cannot speak up or ask for rights for their children.

The Superintendent must continue to strengthen relationships with families and communities, listen to their concerns and suggestions, and above all, develop her strategic plan taking into account this community vision.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

- 4-A Commitment to High Standards
- 4-B Cultural Proficiency
- 4-C Communications
- 4-D Continuous Learning

Superintendent Goal Alignment:

- Increasing Accountability for both the Central Office and our Schools

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I applaud the initiative of classroom inclusion at BPS. I think this will mean a great advancement for our students. All students with special needs should have a less restrictive environment, that is to say that each student should have competent staff to meet their needs and provide more adequate facilities for them. Also families with children with IEPs should receive information and progress of their child's condition in their language and teachers of English Language Learners should be Head Teachers, and they should be specialized for this purpose.

OVERALL RATING (Considers progress toward goals and performance categories)

	HIGHLY EFFECTIVE (Exemplary)
X	EFFECTIVE (Proficient)
	DEVELOPING (Proficient)
	MINIMALLY EFFECTIVE (Needs Improvement)
	INEFFECTIVE (Unsatisfactory)

ED EVAL ONLY: STANDARDS RATINGS**(Place an 'X' in the appropriate rating box for each standard)**

E	P	NI	U	
	X			Standard I: Instructional Leadership
	X			Standard II: Management and Operations
	X			Standard III: Family and Community Engagement
	X			Standard IV: Professional Culture

Employee Development Plan (EDP)

Identify and describe 2-3 areas of strength and 2-3 areas for continued growth based on the categories above, as well as how you arrived at these areas.

Areas of strength	Areas for continued growth
The Superintendent has shown great interest and has identified with the families and their demands.	Create a philosophy and commitment to provide real access to native languages.
The Superintendent is promoting our Educational District to become a more Inclusive District.	Create healthy and safe environments with school leaders and central office so they can be on the same page regarding the vision for English Language Learners.
The Superintendent has been very strategic in her relationship with the members of the school committee.	Create open spaces where organizations can meet with the superintendent and her team at least once a month.