

PERFORMANCE SELF-APPRAISAL
(Adapted for Boston Public Schools Superintendent)

Name:	Dr. Brenda Cassellius
Date of Completion:	June 2020
Completed by:	Dr. Brenda Cassellius
Educator Plan Type	Self-Directed Growth Plan

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.

UNDERSTANDS ROLE AND RESPONSIBILITIES AS SUPERINTENDENT

Corresponds to DESE Standard IV: Professional Culture

- Demonstrates discretion and tact in their leadership
- Understands the political and ethical context to position
- Interacts effectively with the School Committee, City Council, and State on policy.
- Is able to effectively articulate the position of, and be a proxy for, the School Committee
- Interacts with the public and external stakeholders with respect
- Builds trusting relationships with their staff
- Acts with integrity

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I have effectively worked with the school committee, city, and state officials. I've worked to secure the trust and confidence in the community through my 100 day tour whereby I also held over 100 community and stakeholder meetings and visited all 135 school campuses. I've also worked closely with the mayor to develop an [MOU](#) with the Commissioner to avert state receivership. I met with state leaders on funding and policy issues affecting Boston students in order to advocate for the SOA funding proposal at the State House. I believe I am responsive and I attempt to respond to constituents and school committee members within 24 hours if not within a couple hours. I am conscious to actively listen to all stakeholders and through the strategic planning process I was able to capture the feedback and gather those into emerging themes, which I worked with my team and under Dr. Grandson's excellent leadership, collect and present those to the school committee which ultimately lead to the six priority commitments in the newly adopted [5-yr strategic plan](#).

COMMITMENT TO ACADEMIC EXCELLENCE AND INNOVATION

Corresponds to DESE Indicator I-E: Data-Informed Decision-Making, and Indicator IV-A: Commitment to High Standards

- Understands the educational landscape of the Boston Public Schools and can speak to strengths, challenges, and successes
- Understands education policy direction of the Boston School Committee and can effectively articulate them to the public
- Is committed to improving education for all students in the Boston Public Schools, especially those in historically marginalized populations
- Recognizes the importance and appropriate role of school-level autonomy and shared responsibility between schools and central office departments
- Demonstrates a sharp focus on data in the continuous improvement of student performance
- Is committed to supporting teachers and schools to share best practice and research to improve academic achievement

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

With the assistance of the Chief Academic Officer, Academic and Office of Data and Accountability, we began immediately identifying and developing curricular and pedagogical frameworks for the district to build greater alignment to high quality teaching and learning aligned to the Massachusetts standards and to set high expectations for students through the adoption of the [MassCore](#) graduation requirements as the K12 blueprint for the progression of learning expectations from grade to grade. This culminated in the adoption of an aligned [K12 literacy curriculum](#), an affirmation of the existing Essentials as a pedagogical framework as the foundation of our BPS Teaching and Learning Framework. I, with the assistance of our academic team, school superintendents also developed the [BPS Remote Learning Plan](#) during the 2020 COVID-19 crisis to focus the district on student learning in a remote environment during the extended closure from March 17 - June 22. My ability to swiftly shift the district into a remote learning environment on day one is a testament to our team and my leadership to lead the team in times when the actions are urgent and immediate. The BPS Remote Learning Plan is focused on equity, aligned to state standards, incorporates assessment, and accounts for teacher and student engagement. The [Equity Roundtables](#) and the Student Support Teams developed during this time have been established to hold ourselves accountable to our students and families and to ensure we mitigate learning loss and provide for their health and safety.

PRODUCTIVITY, ORGANIZING AND PLANNING

Corresponds to DESE Standard II: Management and Operations

- Understands related position functions and performs daily activities without supervision
- Establishes effective and challenging task priorities
- Schedules time with staff effectively and resolves conflicts
- Manages calendar request in a timely manner
- Meets deadlines, demonstrates effective time use and simultaneous handling of several assignments
- Appropriately organizes work so others can find work in progress and/or necessary files and information, when necessary
- Ensures all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions
- Responds promptly, within 24 hours, to all internal and external requests whenever possible
- Shows initiative and demonstrates learning and expanding knowledge to further enhance performance

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I am extremely well organized. I have had the support of Patti Feeny and Interim Chief of Staff Charlene Briner to help “land the planes on time.” It takes a team to run an effective organization and I have surrounded myself with talented individuals who do their jobs well and work well together. I am known for getting back to everyone promptly and working to resolve issues. I maintain the highest ethics and integrity. I set goals with timelines and I meet those deadlines. I use [work plans](#) to drive my work with the team so everyone knows their responsibility and has organized departmental and school plans to align to the [operational plans](#).

FISCAL RESPONSIBILITY AND BUDGETARY CONTROLS

Corresponds to DESE Indicator II-E: Fiscal Systems

- Uses resources effectively and conservatively and is a good steward of resources
- Forecasts accurately and maintains budgetary projections consistently
- Controls operating costs effectively, optimizing human and other capital
- Is resourceful in securing funding to accomplish goals and ensure team has capacity to follow through

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I have worked to secure a 3-year **100 million dollar investment** from Mayor Walsh for the Boston Public Schools. This is a direct result of the work to involve multiple stakeholders, parents and community in the development of the strategic plan that drove public confidence leading to the commitment from the mayor and city council. The leadership of new Chief Financial Officer Nathan Kuder was critical to the development and passing of the BPS budget. We had the most successful budget season in years because of the alignment and strategic work done throughout the fall. When schools closed due to COVID, I worked with and Mr. Kuder to immediately institute a spending freeze in order to conserve resources. In addition, with the BPS Labor Office, I negotiated the MOU with the teachers union, bus drivers, and the other unions regarding pay and work expectations during COVID closure. I have worked collectively with Monica Roberts, Chief of Advancement to collaboratively refocus the work of BEDF so that it better aligns to the strategic plan and to initiate important fundraising reforms and development work aligned to the strategic goals of equity across schools in the strategic plan so they are aligned and equitably allocated to our schools fairly. I also added a partnership position to support all schools in developing rich partnerships and ensure high quality agreements between partners and schools.

JUDGMENT/DECISION MAKING

Corresponds to DESE Indicator II-D: Law, Ethics, and Policies

- Identifies and evaluates issues, reaches sound decisions and generates alternatives
- Takes into account the effects/impacts of decisions
- Understands the political nature of the position and takes care to see all sides
- Seeks prior advice and approval if needed before taking action
- Demonstrates well-balanced thinking between taking “risks” and practical consideration

X	HIGHLY EFFECTIVE
	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I fully understand the political nature of my position and the balance of shared leadership with the school committee and the mayor. I navigate the many “bosses” and interests well. I am also present and interact often with civil rights leaders, task forces of the school committee, parent councils and partners. There are many different ideas and positions within each interest group and I listen to those and seek the win win- always placing children at the center of every decision. I have leaned in and navigated the waters of the exam school admissions discussions and successfully issued an [RFP](#) for a new exam and also initiated a new summer remote Exam School Initiative to expand opportunity to more students. I regularly meet with the mayor and the full cabinet, especially during COVID, to keep him informed of issues facing the district and collaborates with the Chair of the School Committee regularly throughout the week.

COLLABORATION/TEAMWORK

Corresponds to DESE Standard III: Family and Community Engagement and Indicator IV-E: Shared Vision

- Is a good team player - demonstrates positive, motivated behavior, provides support, accepts guidance, and keeps an open door
- Keeps others informed of the status of initiatives, including the Strategic Plan, on a consistent basis
- Uses and values the talents of other staff and/or team members
- Provides support and feedback to team members
- Participates fully and collaborates with internal and external stakeholders
- Modifies individual objectives and desires to support the efforts of the team
- Demonstrates openness to new ideas and suggestions
- Shares responsibility for outcomes and workload equity
- Is dependable and can be counted on

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I have a highly talented team and have leveraged their talents in their current roles to drive improvement in the district. The restructuring of the [Equity Office](#) to align with Strategy under Dr. Charles Grandson’s leadership has led to a more highly aligned equity focus from the Central Office, to the development of effective School Improvement Plans, and to the creation of individualized Student Success Plans for students in need of additional intervention during remote learning. The recent alignment of the Academic Team to a teacher-led coaching model will leverage the talent of our many teachers across the district. This collaboration will engage teachers more proactively and will demonstrate the value of their work and leadership, bringing decision making closer to the classroom. As stated in an earlier goal, I use work plans and data dashboards to drive results and keep everyone on the team informed of progress. Under my leadership, the Office of Instructional and Information Technology (OIIT) and the Office of Data and Accountability have developed a publically-accessible dashboard for monitoring our district response to COVID-19.

FOCUS ON EQUITY AND EXCELLENCE

Corresponds to DESE Indicators I-D: Evaluation; II-D: Law, Ethics, and Policies; III-C: Communication; and IV-A: Commitment to High Standards

- Supports and actively builds a culture of excellence and equity
- Engages diverse stakeholders in decision making
- Provides effective supervision to direct reports through clear expectations, appropriate levels of feedback and support, and accountability for results.
- Ensures that all contact whether by telephone, email, or mail with colleagues, families, and students is positive and productive in nature - constructive criticism followed by problem-solving suggestions

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I have created a Strategy and Equity Office. This is under Dr. Grandson’s leadership and it meets regularly with the OAG Taskforce to monitor district efforts and hold us accountable. Recently with the closure of schools as a result of the COVID-19 pandemic, I established Equity Roundtables at both the district and [school levels](#). I led the design and creation of the roundtables in order to keep equity front and center in our work. These roundtables are now the foundation of our work and are providing a vehicle for supporting our students and families, helping us amplify all voices, problem solve, and enlist the support and cultivate the trust of our community. My focus on equity is exhibited daily in my decisions, actions, and proposals. I continue to seek new ways to celebrate and recognize all staff at every level of the organization. I make the extra effort to call and write emails to employees to thank them personally and I have established a “[Best in Class](#)” recognition award for our custodian staff. I implemented the Best in Class award when I learned that team morale was low. This seemingly small recognition has positively impacted the morale of our custodians and boosted performance.

COMMUNICATION AND INTERPERSONAL SKILLS

Corresponds to DESE Indicator IV-C: Communications

- Conveys clear and concise communications, listens well and responds appropriately
- Is tactful, candid, and consistent in words and actions
- Comprehends the importance of interacting positively with stakeholders
- Analyzes complaints and takes steps to address issues immediately
- Demonstrates flexibility with unavoidable tension and pressure
- Demonstrates respect at all times

	HIGHLY EFFECTIVE
X	EFFECTIVE
	DEVELOPING
	MINIMALLY EFFECTIVE
	INEFFECTIVE

COMMENTS:

I strive to be a clear and articulate speaker. I am warm and authentic in my interactions with parents and students. I convey respect and an earnest interest in the opinions and interests of the community as a whole. I believe that I am especially respected by the students and that I have quickly earned their appreciation and respect, in part as a result of making myself available to students by attending student functions, attending BSAC weekly meetings, authentically listening to them and acting upon their ideas. I am very proud of my [Youth Cabinet](#).

I write a personal weekly [Check In](#) correspondence to all employees to inspire and ground our BPS employees in the core values of the organization. I am often on radio, [TV](#), and other media outlets and I have penned [opinion pieces](#) on behalf of the district.

I have earned the respect of the community and have received recognition as a [Top 100 Person of Influence in Boston](#). I have and continue to make it a priority to work toward greater transparency and to rebuild the image and trust of BPS within the community.

GOAL PROGRESS (SEE EMPLOYEE DEVELOPMENT PLAN, ATTACHED)

Ratings: Exceeded, Met, Significant Progress, Some Progress, Did Not Meet

Goal #	Goal Rating	Comments
1	Met	5-year Strategic Plan
2	Met	3-yr 100M Budget
3	Met	Successfully Partner with State on Accountability Review

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
Communication and Community Outreach	I will focus my growth this next year on EL learner development and bilingual education. I will conduct an internal audit and develop a plan for improving student outcomes for our EL Learners.
Data and Accountability	I will continue to reform BPS special education service for children, especially our sub-separate environments. To do this effectively I need to also design in collaboration with teachers and experts excellent and equitable inclusionary practices.
Strategic Planning, School Finance/Budgeting and School Improvement	I will continue to seek new ways to develop diverse leadership and leadership pipelines in the district. This includes a sharp focus on linguistic diversity given our large proportion of students who are multilingual.

Create 2-3 goals from the competencies evaluated in the process.

Develop SMART goals: Specific, Measurable, Attainable, Results-oriented, and Time-bound.

Goal #	Goal	Measure of Success
1 - Student Learning Goal	<ol style="list-style-type: none"> 1. Implement plan for bilingual and dual language learning in BPS 2. Develop problem-solving model to disrupt the disproportionality that exists in special education referrals, especially substantially-separate settings 3. Develop high-quality inclusion classroom practices 4. Develop district-wide MTSS Student Support Teams (SSTs) 5. Expand Full-Service Hub School strategy 	<p>Increase K2 literacy rate of EL students</p> <p>Decrease the percentage of Black and Latinx male students referred for special education</p> <p>Effectiveness of inclusion student success</p> <p>Establishment of functioning SST at every school in which SSTs use data to drive success plans for students</p> <p>Increase the number of schools implementing Full-Service Hub</p>

	6. Redesign 7 High schools	School strategy Teachers trained in AP, IB, and create Early College & Career Pathways
2 - Professional Growth Goal	Create positive and effective relationships with school leaders so we become a highly effective team that works together for the goals of the district beyond the work of their individual schools.	Measured by evaluation and perception surveys
3 -	Take care of the health and wellness of BPS employees and implement actions steps through our Equity Office to deploy training toward a positive anti-racist culture within BPS.	Measured by perception surveys

4 -	<p>COVID-19 Response and Reopening</p> <ul style="list-style-type: none"> ● Ensure a safe and successful reopening ● Ensure processes for accelerating learning for students who need support ● Ensure staffing and other operational supports for a successful opening ● Attend to the immediate needs of students with disabilities and the learning needs of our English learners ● Provide timely and transparent communications in multiple languages to parents and other stakeholders regarding the reopening ● Establish dashboards and continue the use of equity roundtables to hold ourselves accountable and problem solve in real time 	<p>Results from staff, student, and parent perception surveys</p> <p>Publication of guidance for school reopening and expectations for supporting ongoing learning</p> <p>Formative assessment results measuring student learning progress and effectiveness of efforts to address unfinished learning</p> <p>Development and monitoring of publicly-accessible data dashboards</p> <p>Calendar of equity roundtables and resulting action steps arising from roundtable discussion</p>
-----	---	---