

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: John J Buckey _____
 Evaluator: Sarah Fox _____ 06.04.2023 _____
Name Signature Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

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

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

I have seen Dr Buckley improve this year and commend him on that. I also see areas of growth potential that remain.

Dr Buckley has made improvements in the area of Family and Community engagement by engaging in a budget forum prior to the final budget roll out hosted by the School Committee. Moving forward I would like to see Dr Buckley develop his communication skills further so he is communicating independently more and relying on outside communications support only when required due to unforeseen circumstances. In regards to two way communication, I would like to see a greater focus on the message being conveyed rather than who is conveying the message.

Dr Buckley is very present in the schools for weekly instruction rounds and at a large amount of community events. I applaud his attendance at these events and like that the students and staff recognize him from seeing him in the buildings. However, I have not been presented with specific action items as examples of the how these things have benefitted the district. Moving forward I would like specific examples of how data taken from these rounds or experiences from attending these events have informed decision making for Dr Buckley. Without these specific examples these factors do not necessarily lend themselves as reasons goals are being reached. The measurability and reporting of growth due to the data yielded piece remains unclear to me.

As far as professional leadership Dr Buckley has done an excellent job completing his superintendent initiation 3 year program. He has established himself in many peer organizations and I look forward to hearing how this yields positive results for the students of Marblehead. The lack of a 360 degree anonymous review by the staff continues to be a problem while trying to review the effectiveness of Dr Buckley as a leader. Measurable data based on specific questions will yield results that will aid these reviews moving forward.

Superintendent's Performance Goals - Student Learning Goal

Dr Buckey has lunches with various student stakeholder groups which should be celebrated. Moving forward I would like to see Dr Buckey meet with students who are receiving special education services to hear their feedback as well as those of their parents or guardians. I would like to see Dr Buckey develop stronger oversight of the Student Services Department to help ensure increased opportunities for inclusion for all of our students.

I am happy to see data collection has increased this year under Dr Buckey's supervision. I would like to see next steps developed further. At present I have not been provided clear examples of how this data is driving all learners being appropriately challenged.

I would like to see specific examples of outcomes from instructional rounds. These rounds are a great tool to increase Dr Buckey's visibility in the schools. As they account for a significant amount of Dr Buckey's time, it would be helpful to see measurable data explaining the positive outcomes from these rounds on student outcomes.

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
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - Professional Practice Goal

Dr Buckey has a professional practice goal of developing strong relationships with the School Committee and union leadership. While Dr Buckey has made improvements with the School Committee relations there is still room for growth. It seems clear there are chosen bonds with specific members and friendships that may cloud professional relationships. All members have not seemed to have access to the same information at the same time.

Additionally specific presentations, like a recent presentation on FOIA requests seem to have a political agenda targeting specific individuals. I believe this has been a pattern and creates undue stress on professional relationships between the committee and Dr Buckey.

Dr Buckey continues to work with the union and School Committee chair to come to an agreement for creation of a sick leave bank. While the one meeting that has been held went amicably, It is hard to effectively evaluate the relationship between Dr Buckey and the union without an anonymous survey of union membership.

Dr Buckey has been dedicated to the completion of the New Superintendents Program. He has also advanced his involvement in regional, state and national superintendent groups. I would like to see more of a focus on time spent in Marblehead this coming year as we focus on big financial hurdles, increases in out of district placements as well as combating the effects of the Covid-19 pandemic on our students.

Superintendent's Performance Goals



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Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

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I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1

Dr Buckey continues to perform instructional rounds. It would be helpful to see specific and measurable examples of how these positively impact educators and students as noted above. An anonymous survey by staff with feedback regarding how these rounds have benefitted or grown their practices would be valuable.

The IReady assessment provide useful data collection. It would be helpful to see specific and measurable examples of how this data is driving interventions as well as providing appropriate opportunities for differentiated learning. An example at each learning level would be helpful in understanding how this data is being used to further outcomes for student receiving academic supports, working at grade level and working above grade level.

In order to gauge significant improvement on this goal, more specific examples of student outcomes are needed.

Superintendent's Performance Goals - District Improvement Goal 1

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	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2

Two way communication was improved in the area of budget this year. Thought exchange and a public forum helped provide detailed feedback about budget priorities from our community.

The budget development process received much praise for improvement. Transparency regarding the budget has been celebrated this year.

While Thought exchange held promise as a tool for engaging the community, it seemed to be used very limitedly to justify its cost as a survey tool. Until a strategic plan for its use and implementation of its data results is created I do not feel it is a contract that should be continued.

Dr Buckey has been present at many community events and should be commended for that. Moving forward I would like examples of information or experiences that came out of these events that drove Dr Buckey in his leadership decisions.

Superintendent's Performance Goals - District Improvement Goal 2

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 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

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I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-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
I-A. Curriculum: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: 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"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	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.			
OVERALL Rating for 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr Buckey has successfully reported out MCAS testing to the district. Given the sharp decline in some areas of MCAS scores, an area of improvement would be leading the district in developing stronger Tier 1 and Tier 2 supports to help target the areas of weakness MCAS and IREADY are showing. A good first step has occurred with utilizing IREADY testing however moving forward I would like to see more of response to meeting the needs of all learners as presented from the IREADY data. A deeper evaluation or audit of the special education program is needed moving forward. The continued increase in out of district placements, particularly in the area of the language based setting demonstrates a need for Dr Buckey to focus more supervision and attention regarding all supports to make sure the Marblehead Public Schools are maximizing inclusion and outcomes for special education students as well as providing more robust tier 1 and 2 interventions to establish early interventions and switch from a reactive approach to a proactive approach.				

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
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations 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 checked="" 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): Dr Buckey works well with the Assistant Superintendent of Operations resulting in smooth operations management in many areas. An area of improvement would be focusing more on proactive practices rather than reactive. However, under Dr Buckey's leadership, public records requests have been denied. Appeals have been made to the Secretary of State for public records requests that have been denied by the district; the Secretary of State found in favor of the complainant and the District denied access to the information upon receipt of the Secretary of State's judgement. This presents a serious concern. FOIA requests are the public's right moving forward, strict adherence to these laws must happen and anything done to deter the public or present roadblocks to public information must not happen.				

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
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: 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 checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement 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 checked="" 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): Dr Buckey writes a weekly newsletter with the help of his communications consultant. He conveys many updates through this newsletter. There is room for growth in the area of two way communication. Most communication is the dissemination of information rather than engaging in encouragement of feedback or two way communication. While Thought Exchange was contracted this year by Dr Buckey and presented as a very useful tool, it has had very limited use. While the program may be a very useful tool, when used seldom it is hard to feel the cost is justified. Moving forward I would like to see Dr Buckey grow his own ability to effective communicate with the community on his own rather than utilizing consultants or outside supports. Dr Buckey sometimes presents as focusing on the person presenting the communication rather than what is being communicated. Focusing more on the message rather than the messenger is a skill I would like to see Dr Buckey develop further.				

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
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr Buckley seems to rely heavily on outside Communications support. I feel Dr Buckley has the potential to communicate more independently and think the staff and community would positively react to this. A culture seems to exist in the district that does not encourage constructive feedback. Feedback is often seen as critical and something to defend rather than an opportunity for growth. Practices seem to be more reactive than reflective. Moving forward I would like a focus to be on proactive versus reactive approaches to problem solving.				