

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: John Buckey _____
 Evaluator: Sarah Gold _____ 6/6/2023 _____
 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 type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

Overall, I rate Dr Buckey's performance as solidly proficient. There are many places where I believe his leadership skills are exemplary and of course there are areas for continued improvement as well. Although many challenges lay ahead for the Marblehead Public Schools, there is much to celebrate as well. A cohesive leadership team that will pivot a bit after this year as two of its members move on to their career goal of becoming superintendents and the mentorship provided to individuals at many levels are both inspiring points within the district are wonderful developments since Dr Buckey became the superintendent.

Outreach to students has improved this year, especially as seen with the Superintendent Advisory sessions Dr Buckey has held with students in grades 4-12. Communication continues to be a strongpoint in connecting with the school community as well as other stakeholders in the Town of Marblehead. Dr Buckey has developed a deep understanding of the budget and has advocated strongly for the needs of the school district. Each year there have been improvements made to the effectiveness of communication as well as the transparency of information.

Continued focus on implementing best practices for supporting all learners is imperative as the district moves forward. There is a lot of good work being done in data collection so that programs can be implemented that target identified student needs. Working to identify student needs early on will help to reduce the need for IEP's and other intensive interventions later in a student's academic career.

Each year, there have been improvements in Dr Buckey's leadership, which is a fantastic direction for the district to be headed in. I have found that Dr Buckey is usually aware of problems and concerns when I have conversations with him and often has already started work on solutions, even when there are no quick fixes. I look forward to continuing to watch Dr Buckey grow as a confident leader of the Marblehead Public Schools.

Superintendent's Performance Goals - Student Learning Goal

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PfS while stabilizing and advancing the METCO program.

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

With data being one of the drivers of the success of this goal, I was impressed with the increased amount of data that was collected and presented to the School Committee and community this year. IReady data has been an important adjunct to the MCAS data. Next year it will be important to continue to monitor MCAS results as the data from last year was concerning as it relates to facets of student achievement.

The work to stabilize the METCO program has been very helpful. The hiring of Ms Johnson was an excellent choice for the District and she has been invaluable to the work this year. The work Dr Buckey has done to create a strong working relationship with Ms Johnson is very important. Continuing to see an increase in the number of METCO students join the Marblehead Public Schools will be important in moving forward.

An area of continued concern is within the Student Services Department. It is well documented that Marblehead is not unique in this concern, however, continued work in addressing out of district placements is needed. I recommend this as a goal for next year. Ensuring that research backed programing is continuing to be built and funded by the budget will be an important aspect.

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

Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

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
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"/>

Based on the objectives that Dr Buckey identified, he has met this goal. It is his final year in the 3 year New Superintendent Induction Program. He has attended the meetings with fidelity and his mentor has been involved in giving him professional feedback throughout the program. I believe this was a valuable program that has helped Dr Buckey grow into his role as Superintendent over the past 3 years. Additionally, I am proud that Dr Buckey was elected by his peers to be the leader of the Northshore Superintendents Roundtable. Marblehead prides itself on having strong leadership and being at the forefront of whatever task is at hand. Dr Buckey's leadership in the Roundtable is a good example of this expectation.

In a tumultuous year for School Committee membership, I have witnessed Dr Buckey work to grow his relationship with all Committee members, whether new or seasoned. Continuing to build strong working relationships with all Committee members will be important as a new Committee is elected in a few weeks. From my perspective, Dr Buckey has been responsive to the concerns I have expressed. Even when we have disagreed about situations, he has taken my feedback with thoughtful consideration.

The working relationship between Dr Buckey and the MEA seems to continue to get stronger and stronger. This is a very good situation as we enter into a negotiation year next year. The Union, Dr Buckey and the School Committee have been on the same page throughout this school year.

Although Nan and Dan will be greatly missed next year, it is testament to good mentorship and healthy working relationships at all levels that these two district leaders are moving forward to lead other districts. Two other district administrators stepping into these open positions is another strong sign of solid leadership within varying levels of district administration. Ensuring that mentorship continues for our new Assistant Superintendent and High School Principal will be paramount to their continued success in this district.

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			IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1



Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

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

The continued investment in Instructional Rounds seems to be highly successful this year. The amount of school visits and lessons observed is incredible. Dr Buckey's experiences within the classrooms have been helpful when I have had questions about building level concerns that impact student learning. It is refreshing to see when students recognize Dr Buckey and feel comfortable around him, as this has not always been the case in Marblehead. It has been good to understand how being present during everyday classroom situations is being used to improve teaching and learning across the district. Additionally, I am very happy to see the increase in the collection and usage of a broad range of data to support best practices for enhancing student achievement.

If I can offer a recommendation for next year, it is that this practice continues with a continued emphasis on equity and inclusion in the general classroom environment. Ensuring that the WINN block is being used with fidelity in every elementary classroom continues to be of importance. Additionally, continuing the work with MTSS in supporting all students' learning styles and differences in their classroom environment. The District has been so behind on this work that in spite of the significant progress made this year, I believe there is still work to be done. I am grateful to Dr Buckey and his entire administrative team for the dedication to this goal.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
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 - District Improvement Goal 2

During the 2022-23 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

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

With the return of normalcy in the school year, it is wonderful to see how present Dr Buckey is within so many aspects of the school community. I particularly like the creation of the Superintendent Advisory Council with students. The District works very hard to help students be advocates for themselves and this is an excellent way to remind students how important their voice is in matters big and small. The continuance of the Superintendent Coffees also remains helpful in understanding viewpoints of parents and in being able to directly communicate with them in a relaxed atmosphere. Dr Buckey's presence at school events is noticeable and I often hear from parents in my periphery how meaningful it is that he takes them time to come to band concerts, powderpuff, and art shows, just to name a few.

Although I was not in favor of ThoughtExchange when I originally learned about it, its use has been helpful throughout the year. In a better funded budget, I would be in favor of keeping it as a tool for better communication and understanding of the public's thoughts and opinions. Each year Dr Buckey has increased the amount of communication in every part of the community. Maintaining positive relationships with Town Department Directors while continuing to advocate effectively for the schools is very encouraging. The feedback that has been received from all levels speaks to how well this Goal has been achieved.

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 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 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	<small>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.</small>			
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): The development of a scope and sequence is clearly starting to pay off as curricula are being further developed and needs are being addressed, such as with the math curriculum and the forthcoming ELA curriculum, just to point out two examples. Structured curriculum has been lacking for so long, thus meeting this goal will have positive ripple effects throughout the district and into the future. Seeing the many ways that data has been used to focus improvements this year is very exciting. The creation of the PLC's is an interesting addition that has created a vehicle for identifying improvements across the district.				

Comments and analysis Continued.



It is relieving to know that evaluation processes at all levels have been streamlined and are happening with fidelity. It is heartening to understand that evaluation is also being calibrated between administrative professionals. This allows for a higher standard of evaluation that is less open to personal bias.

Next year, I would be very interested in seeing the outcomes from the reintroduction of midterms and finals, especially as compared to the project based assessments that became part of the curriculum for the High School. What are our teachers doing with this data to enhance their teaching and to ensure that students are learning material in meaningful and lasting ways? As mentioned in previous comments, continued focus on equity and inclusion to ensure that all students are being met where they currently are, with an eye towards supporting all learners in the general classroom to lower the need for IEP's across the district.

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 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): There has been a great deal of good work done within this Standard over the past year. Dr Buckey has taken on multiple policy considerations and worked on bolstering policies that were of concern to professionals within the District. This puts the District in a better position when concerns are brought forward. Additionally, the work on the Wellness policy has been hinted at for years now and is finally about to be wrapped up. Dr Buckey assembled a well rounded Wellness Committee with varied stakeholders who approached the work with enthusiasm. A representative from DESE was also brought in to help focus the committee and ensure that the work being done on the Wellness Policy was in line with State standards and frameworks. The work with other Town departments continues to be effective as well. Additionally, the full return of ALICE to the district creates a layer of safety for students and staff within school buildings.				

Comments and analysis Continued.

The use of data to drive decision making is apparent within this standard as well. The various systems being implemented reduce the need for additional administrative headcount and help the busy professionals who are doing this work everyday. Using interested interns to help with HR functions was also effective.

Although the financial situation of the district remains highly concerning, the work to build an impactful and relevant aspirational budget continued again this year. In spite of having to make difficult decisions on budgeting, the work done by Dr Buckey and his administration in understanding and communicating the needs of the district has been robust. Continued work on the budget and effective communication of the needs should move forward next year. Trusting relationships with the Town Administrator and Finance Committee have also been helpful in continuing to focus and explain the financial picture of the district.

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): As I have indicated in previous standards, communication is a strong point for the Superintendent. It also seems to be one of the pieces of his job that he most enjoys. The amount of opportunities for parents and other stakeholders to access the superintendent is impressive. I was unaware of some of the new additions to this area such as MHTV interviews and other town committees. Having a superintendent who is invested in the community he works and lives in is an asset. Continued confidence in the skills and knowledge set that Dr Buckey has built for himself in the past 3 years is one of the only things I can think of that would make him even stronger within this standard. Bold yet tactful advocacy for the school district is a skill set that Dr Buckey has and continuing to bring that out will be a goal moving forward.				

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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): The culture within the district is changing for the better as I have witnessed personally as well as heard about through other stakeholders. Having two district leaders reach their career goals of becoming superintendents is a great example of the strong professional culture Dr Buckey has helped to create as well as the mentorship and encouragement he gives to his administrators. I continually come back to the challenge that I heard used within a meeting with Dr Buckey and other administrators. An administrator was encouraged to demonstrate courageous leadership in the face of some negative feedback that had been received. Building a culture of courageous leadership is a priority for Dr Buckey and this is moving the district forward.				

Professional Culture - Comments and analysis Continued.



I would like to see Dr Buckey focus on the Continuous Learning and Managing Conflict indicators for next year. I very much appreciate the thoughtfulness of Dr Buckey's self reflection on the goals he would like to see for himself with his leadership team. I agree that he has built a solid team and am happy that he is getting honest feedback and wants to address it so the entire administrative team will be stronger.