



End of Year Goal Review 2016

Dr. Glenn A. Brand
Superintendent
Acton-Boxborough Regional School District

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Review of Professional Goals 2015-16 School Year

- Progress to date on work completed
- Activity still ongoing in some areas

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Professional Practice Goal #1

MASS/DESE New Superintendent Induction Program (NSIP):

During the 2015-16 school year, I will participate in year two of the three-year NSIP program.

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Professional Practice Goal #1

Original Strategies Outlined	Status Update (May 2016)
Attend all content days over the course of the school year and complete all assignments	<ul style="list-style-type: none"> Attended four of the five full-day workshop sessions: 9/17, 11/19, 3/17, 5/5
Complete as many 'coaching' sessions as possible with Dr. Kingston.	<ul style="list-style-type: none"> Dr. Kingston visits district to observe meetings, visit classrooms, meets one-on-one Nine visits so far this year: 9/22, 10/21, 11/17, 12/21, 1/12, 1/29, 3/08, 3/30, 4/29

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Professional Practice Goal #1 Reflections

- Year 2 of the program: fewer content days than Year 1
- Continues to require a significant time commitment of approximately 50 hours of content and coaching combined
- Material covered is of high quality and valuable
- Offers numerous tools to incorporate into practice

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Professional Practice Goal #2

Meeting Management and Productivity:

During the course of the school year, I will work towards maximizing productivity of leadership team meetings by focusing on meeting planning, execution, and follow-up strategies.

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Professional Practice Goal #2

Original Strategies	Status Update
Explore management and leadership readings to learn about strategies for effective meeting management	<ul style="list-style-type: none"> Begun to explore and experiment with strategies shared through NSIP
Introduce and explore various strategies within meetings	<ul style="list-style-type: none"> Begun to experiment with feedback mechanisms and protocols, including group norms and feedback NSIP Leadership Team Assessment Evaluation Rubric provided to SLT in early May Results to be obtained in mid-June, to be used to establish goals for the 2016-17 school year
Create an online portal to allow collection of relevant meeting agendas, minutes and action plans	<ul style="list-style-type: none"> Google site created for internal use by School Leadership Team (SLT) Developing means to maintain online presence of resources, documents, agendas and minutes

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Professional Practice Goal #2 Reflections

- This goal represents an ongoing effort to refine practice
- Seeking a balanced approach that maximizes meeting time while attending to different learning styles, needs and desires will need to continue to be a goal

Student Learning Goal

Student Support Services:

I will work with the Interim Director of Pupil Services, Director of Special Education and Assistant Superintendent for Teaching and Learning to coordinate a review of district student support services across all schools in both regular and special educational settings, PreK - 12.

Student Learning Goal Reflections

Two groups formed

- Group I: Inclusionary Practices and Interventions
 - Coordinated by Mary Emmons, Director of Special Education

- Group II: Child Study Working Group
 - Coordinated by Dr. Marilyn Bisbicos, Interim Director of Student Services

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Student Learning Goal

Group I: Inclusionary Practices Committee

Original Strategies	Status Update
Develop methodology for collecting supports and interventions implemented throughout district	<ul style="list-style-type: none"> • Committee worked to better understand Response to Intervention (RtI), Massachusetts Tiered System of Strategies (MTSS), other strategies such as differentiated instruction and universal design for learning • Developed a 'Data Gathering Form' to investigate implementation of RtI or MTSS in comparable districts and further identify pre-referral supports and interventions • Reviewed Westford Public Schools' RtI Process, staffing patterns, special education student population percentage • Developed a survey to gather information about intervention strategies for social/emotional and academic supports among elementary and secondary general educators. Sent to a random sample of teachers to provide input.

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Student Learning Goal

Group I: Inclusionary Practices Committee

Original Strategies (cont.)	Status Update
Make recommendations to support inclusion opportunities for at-risk students and students already identified for special education; enhance access to general education setting	<ul style="list-style-type: none"> • At final meeting, committee will synthesize all responses to survey from comparable districts and staff input on questionnaire. • Recommendations will be developed based on information gathered from questionnaire.

Student Learning Goal Reflections

Group I: Inclusionary Practices and Interventions

- Approximately 16 educators and administrators from throughout the district
- Central purpose:
 - * Identify current strategies and interventions currently used within the district for all students.
 - Analyze the use of intervention strategies.
 - Examine the current capacity of general education to support inclusionary practices for students with learning difference and special education.
- Report not yet finalized; anticipated in early June

Student Learning Goal

Group II: Child Study Working Group

Original Strategies	Status Update
Develop ad hoc committee to assess current supports and interventions throughout the district	* Study Group formed, including 13 staff members – administrators, teachers, counselors, psychologists Met four times: 2/25, 3/8, 3/22, 4/12
	<ul style="list-style-type: none"> • Conducted surveys and interview of building staff • Reviewed data, procedures, research and regulations
Examine current data with TATs, including a focus on strengths, weaknesses and overall satisfaction	* Identified strengths and weaknesses * Generated draft report including recommendations for district-wide implementation

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Student Learning Goal Reflections

Group II: Child Study Working Group

- Met four times
- Created a process for collecting data through a variety of mechanisms, including surveys, staff interviews, and review of district data and procedures
- Conducted a review of research and regulations
- Culminated in a number of conclusions and recommendations

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District Improvement Goals Overview

Two district goals:

#1: Development of a strategic plan

#2 Assessment of future capital and school needs

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District Improvement Goal #1

District Strategic Plan:

During the current school year, I will oversee development of a new strategic plan for the district that clearly establishes priorities for the next three years.

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District Improvement Goal #1

Original Strategies	Status Update
Continue to work with District Leadership Team (DLT) to identify priorities	<ul style="list-style-type: none"> • Three DLT meetings held: 12/9, 2/10, 3/16 • Next meetings: 6/15, 8/10-11
Develop a plan to engage faculty and then the broader community in identifying and vetting priorities	<ul style="list-style-type: none"> • Established strategic planning group to facilitate the process • Members include Sinikka Gary (ABRHS), Lynne Laramie (District), Deb Bookis (District), Chris Whitbeck (Douglas Elementary)
Hold various community forums to allow input into development of priorities and emerging strategic objectives	TBD
Construct new district strategic plan to include strategic initiatives, and mechanisms for measurement and evaluation	TBD

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District Improvement Goal #1 Reflections and Comments

Anecdotal feedback: members of DLT feel highly engaged in process, but it is taking longer than expected

Result: timeline for this goal has been revised, and will extend into the fall of 2016

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District Improvement Goal #1

Next steps

- Late May/early June: draft proposed core beliefs, mission and values; disseminate to staff and community for feedback
- May – July: development of draft strategic goals and theory of action by SLT/DLT
- July – August: development of strategic initiatives to support established goals
- September: draft strategic plan disseminated to all staff and community for feedback
- Mid-October: proposed strategic plan presented to School Committee for review, feedback and approval

District Improvement Goal #2

Focus on Future School Needs:

I will establish a transparent process to help identify and create a broader understanding of the short- and long-term capital and building-related needs both within the district and at the municipal/town level.

District Improvement Goal #2

Original Strategies	Status Update
Form an inter-town and school district committee	<ul style="list-style-type: none"> Capital and School Needs committee formed early January Includes representatives from S.C., administration & town Two initial meetings: 2/25, 5/3
Arrange for a number of presentations from the firm completing the district's Existing Conditions Study	<ul style="list-style-type: none"> School Facilities Assessment Progress presentation: 11/19 Final presentation of Phase I: 2/4
Establish a specific section on the district website to provide for the collection of information related to this area	<ul style="list-style-type: none"> Section of website operational, found at http://www.abschools.org/district/school-capital-and-space-planning

District Improvement Goal #2 Added Strategies

Added Strategies	Status Update
Committed to Phase II and development of a district master plan	<ul style="list-style-type: none"> • Secured School Committee approval: Feb 2016
Instituted Working Group to coordinate consultants' work on Phase II	<ul style="list-style-type: none"> • Working Group formed in March
Planned and coordinated Visioning Workshops to facilitate information gathering in Phase II	<ul style="list-style-type: none"> • Solicited volunteers for Visioning Workshops • Two of three Workshops held: 3/18, 4/28 • Community meeting planned: 6/16



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Glenn A. Brand, Ed.D.
Superintendent of Schools

To: Acton-Boxborough Regional School Committee
From: Glenn Brand
Date: May 12, 2016
Re: Superintendent End of Year Goal Review

It is my pleasure to provide you and members of the Acton and Boxborough communities with a review of my professional goals for the 2015-16 school year.

While the regular school year is not yet over, and activity is still ongoing in some of these areas, it is timely that I take this opportunity to provide you with this reflection.

I have attempted to outline for you below the progress to-date that I feel I have made on these goals. Collectively, the assessment of my progress on these goals serves as one piece of data in support of your overall evaluation of my performance as the Superintendent of Schools in the Acton-Boxborough Regional School District.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

PROFESSIONAL PRACTICE GOAL #1:

MASS/DESE New Superintendent Induction Program (NSIP) - during the 2015-16 school year I will participate in year two of the three year NSIP program.

<i>Original Strategies Outlined</i>	<i>Status Update (May 2016)</i>
Attend all content days over the course of the school year and complete all assignments.	<ul style="list-style-type: none"> • Attended four of the five full day workshop sessions on: September 17; November 19; March 17; May 5.
Complete as many 'coaching' days/sessions as possible with Dr. Kingston. Visits are usually two to three hour blocks of times.	<ul style="list-style-type: none"> • Dr. Kingston visits the district in a 'coaching capacity' where he observes meetings, visits classrooms with me and meets one-on-one • Dates of his visits to the district have included 09/22; 10/21; 11/17; 12/21; 01/12; 01/29; 03/08; 03/30; 04/29

Reflections & Comments:

This year represented the second of a two-year commitment to the *New Superintendent Induction Program (NSIP)*. This program, jointly supported by the Massachusetts Association of School Superintendents (MASS) and the Department of Elementary and Secondary Education (DESE), has been designed to support those new to the school superintendent role (see attached overview of the program).

I attended four out of the five scheduled days (I did not attend the January session this past year due to its placement right in the middle of budget development work). Thus far, I have had my 'coach' Dr. Thomas Kingston visit the district on nine (9) occasions, with three (3) more planned before the end of the school year.

While the second year of the program has included a reduced number of content days this year, the total time in the program still represents a significant time commitment, with a combined total of approximately 50 hours between the content and coaching days.

The material covered continues to be of high quality and valuable and, while at times it is difficult to even try to incorporate all of the tools that are shared, it is reassuring to know that I have a developing toolkit that I can draw from. It is also humbling to have the opportunity to engage with the approximately 30 colleagues from throughout the state, and to discuss problems of practice while in the presence of very seasoned and experienced former superintendents. The program has been valuable in supporting my transition to this key leadership role.

My engagement in the program has been high, and I feel confident in the value that this experience will provide me in the long term to my service as the Superintendent here in this district.

PROFESSIONAL PRACTICE GOAL #2:

Meeting Management & Productivity – during the course of the upcoming school year I will work towards improving my direct efforts in maximizing productivity of leadership team meetings through focusing on meeting planning, execution and follow-up strategies.

<i>Original Strategies Outlined</i>	<i>Status Update (May 2016)</i>
Explore various management and leadership readings to learn about strategies associated with highly effective meeting management.	<ul style="list-style-type: none"> • Begun to explore and experiment with strategies that have been shared through my NSIP.
Introduce and explore the use of various strategies within meetings.	<ul style="list-style-type: none"> • Have begun to experiment with a variety of feedback mechanisms and protocols to gather feedback including around our group norms and feedback from the meetings.
Create an online portal that allows for the collection of relevant meeting agendas, minutes and action plans.	<ul style="list-style-type: none"> • Google site has been created for internal use by members of the School Leadership Team (SLT) (<i>see attached screen shot</i>) • Developing the means to regularly maintain the online presence of resources, documents, agendas and minutes.
Gather feedback at both the midway and end of the year to help inform the overall degree of success.	<ul style="list-style-type: none"> • Leadership Team Assessment Evaluation Rubric provided by NSIP provided to the members of the School Leadership Team (SLT) in early May • Results will be obtained in mid June and will be used with my team to establish manageable goals to set for the 2016-17 school year.

Reflections & Comments:

In the course of my work as the Superintendent, I have dozens of staff meetings each month, with groups of varying sizes in terms of the number of participants.

Many of these are informally structured with a central topic or purpose. My work with the *School Leadership Team* (or SLT, which consists of Cabinet and Principals) represents the one commonality, which I have used as a focal point around which to dedicate time to developing the highest sense of productivity in a way that best meets the particular interests of the team members. This, as I have found, is a challenging task, in the sense of trying to best meet a large group's particular needs, given different personalities, learning styles, desires, stylistic preferences, etc.

It will be my intention to reflect upon the NSIP Leadership Team Assessment Rubric administered recently to gauge the feedback around continual areas where I, in leadership with the team, can continue to enhance our productivity and efficiency. I plan to use this feedback as an area to devote time to this summer, within the summer administrative retreat, to plan for the year ahead.

STUDENT LEARNING GOAL:

Student Support Services – in conjunction with the Interim Director of Pupil Services, Director of Special Education & Director of Curriculum & Assessment, I will coordinate a review of our district's student support service practices across each of our schools related to the services students PreK-12 receive in both our regular and special educational settings.

<i>Original Strategies Outlined</i>	<i>Status</i>
Develop an ad hoc committee to: Develop a methodology for assessing the current supports and interventions in the district in our schools.	See Notes Below
Study and review the current state of curriculum accommodation planning and identify recommendations for improvements.	See Notes Below
Gather and examine current data with our TATs including a focus on their strengths, weaknesses and overall satisfaction.	<ul style="list-style-type: none"> • Study Group formed that included 13 staff members representing administrators, teachers, counselors, psychologists. • Met on the following dates: 2/25; 3/8; 3/22; 4/12. • Conducted surveys and interviews of building staff, reviewed data and procedures, research and regulations. • Identified strengths and weaknesses and generated a draft report that includes recommendations for district-wide implementation.
Develop an effective way to understand the state of inclusionary practices throughout the district and what is needed in order to further support the inclusion of students with specialized needs in the regular educational setting.	See Notes below

Reflections & Comments:

Dr. Marilyn Bisbicos (Interim Director of Student Services) and Ms. Mary Emmons (Director of Special Education) agreed to facilitate the work related to this goal on my behalf through the creation of two (2) separate working groups. This work, and the respective outcomes, serves as a critically important area of our district as it relates to providing targeted assistance for our students who might be in greater need of support.

Group I: Inclusionary Practices and Interventions (Coordinated by Ms. Emmons)

This group included approximately 16 educators and administrators from throughout the district. The central purpose of this group's work was to examine ways to address the requirements of our increasing high needs population, and to identify strategies and practices for providing support to all students within the classroom setting.

Note: *This report is not finalized as of yet but is anticipated at the beginning of June.*

Group II: Child Study Working Group (Coordinated by Dr. Bisbicos)

The study group met on four different occasions and created a process that collected data through a variety of mechanisms including: surveys, interviews with staff, and a review of district data and procedures. The work also conducted a review of the research and regulations, culminating in a number of conclusions and recommendations.

Note: *This report is not finalized as of yet but is anticipated at the beginning of June.*

DISTRICT IMPROVEMENT GOALS

Overview:

I identified two (2) district goals, including a focus on developing a strategic plan (Goal #1), and attending to the future capital and school needs (Goal #2). At the time these goals were developed in September, it was not anticipated that there would be the will or desire to launch the district into the second phase of the infrastructure capital study and a push towards the development of a district master plan. This decision, made in the winter months, was significant in the considerable time, focus and other demands it has placed on me in my role. This second phase of the capital study has involved considerable work to plan, organize and secure people, spaces and public outreach. In addition, coordinating all aspects associated with the eventual submission of the three (3) Statements of Interest (SOIs) to the Massachusetts School Building Authority (MSBA) was a significant task that was not originally anticipated.

As such, this reality has impacted the total time I have been able to devote to the development of the strategic plan. While I am pleased with the beginning work that we have completed with the District's Leadership Team (DLT), I do feel that it is important to mention this reality and its impact on my ability to attend to both goals to the degree that I had hoped.

DISTRICT IMPROVEMENT GOAL #1

District Strategic Plan - by the end of the current school year I will oversee the development of a new strategic plan for the district that clearly sets out our priorities for the next three years.

<i>Original Strategies Outlined</i>	<i>Status Update (May 2016)</i>
Continue to work with the District Leadership Team (DLT) on identifying emergent priorities from the Superintendent's Entry Plan Report.	<ul style="list-style-type: none"> • DLT meetings dedicated in support of this work have included December 9; February 10; March 16, • Next meetings: June 15 and August 10 & 11
Develop a plan to engage first the faculty and staff and then the broader community in the vetting process of identifying priorities.	<ul style="list-style-type: none"> • Established a strategic planning group to help facilitate the process • Meetings have been held on December 1 & 16; January 12 & 20; February 2; • Volunteers members include Sinikka Gary (ABRHS), Lynne Laramie (District), Deb Bookis (District) and Chris Whitbeck (Douglas Elementary School)

Hold a variety of community forums that allow for input into the priorities and emerging strategic objectives.	<ul style="list-style-type: none"> • TBD
Construct the district's new strategic plan that includes expectations around district & school alignment, strategic initiatives and forms of measurement and evaluation	<ul style="list-style-type: none"> • In Progress

Reflections & Comments:

I made the decision at the beginning of the year that a more authentic approach to the development of the next strategic plan for the district would be vital and should best be facilitated through the collective input of those in the district and the communities we serve. I decided to pursue the initial engagement of the District Leadership Team (or DLT) that consists of approximately 50 staff who hold leadership positions and who are linked to every staff member in the district.

I created a small working group to assist me in the planning for this work which, through the DLT process, has worked extensively to develop the central tenets of our future plan. These tenets include:

- A set of *proposed* core beliefs,
- A proposed mission that represents suggested modifications to our current one;
- A newly created *proposed* vision for our school system.

While I have a strong sense from anecdotal feedback that the members of the DLT have felt highly engaged in this process, given the opportunity for them to be a part of the foundation of this work, it has taken longer than expected to get to the point where we are now. Consequently, I have been forced to revise the timeline for this goal, which will extend into the fall.

Next Steps:

- i. End of May/early June - draft proposed core beliefs, mission, and values disseminated to staff and community members for feedback.
- ii. May-July – development of draft strategic goals and theory of action by the School and District Leadership Teams.
- iii. July/August – development of strategic initiatives that will support the established goals.

- iv. September – draft strategic plan disseminated to the staff and community members for feedback.
- v. Mid October – proposed strategic plan presented to the School Committee for review, feedback and approval.

DISTRICT IMPROVEMENT GOAL # 2

Focus on Future School Needs – Establish a transparent process that helps identify and creates a broader understanding of the short and long-term capital and building-related needs both within the district and at the municipal/town level.

<i>Original Strategies Outlined</i>	<i>Status Update (May 2016)</i>
Form an inter-town and school district committee that will become the Future School Needs Committee.	<ul style="list-style-type: none"> • School Capital & Space Planning Committee formed in early January • Includes representation from the School Committee, towns and administration • Held two (2) initial meetings on February 25 & May 3
Arrange for a number of presentations from the firm completing the district's Existing Conditions Study at both School Committee and other community-based meetings.	<ul style="list-style-type: none"> • School Facilities Assessment Progress Presentation made on November 19, 2015 • Final Presentation Phase I made on February 4, 2016
Establish a specific section on the district's website that provides for the collection of information related to this area.	<ul style="list-style-type: none"> • Section of website operational and found at http://www.abschools.org/district/school-capital-and-space-planning (see attached artifact)

Additional Strategies Added: Phase II Capital Planning

<i>Original Strategies Outlined</i>	<i>Status Update (May 2016)</i>
Committed to Phase II and the development of a district master plan.	<ul style="list-style-type: none"> • Secured School Committee Approval in February, 2016 (see attached artifacts)
Instituted the <i>Working Group</i> (made of School Committee, administrative and town representatives) to coordinate the consultants' work on Phase II	<ul style="list-style-type: none"> • Working Group Formed in March (see attached artifact) • Meetings held on: February 11, March 10 & 24, April 7, May 5

<p>Planned & Coordinated the Visioning Workshops to facilitate information gathering in Phase II</p>	<ul style="list-style-type: none"> • Sent out flyers to school community's seeking volunteers • First meeting held on March 18 and second meeting on April 28 • Community Meeting planned for June 16
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Reflections & Comments:

Throughout the 2014-15 school year (my first year in the district), it became abundantly clear that there was considerable concern held by members of the School Committee as well as town residents that the district needed to develop a much clearer sense of its capital and infrastructure needs in order to continue to support the operations of the schools. I shared these concerns, and this area of focus consequently has become a major centerpiece to the coordinated work that has unfolded since last summer throughout the district.

The original proposal always included a two-phased approach to the capital study:

- i) To determine the 'existing conditions' of our current buildings and identify through a facilities assessment process short- and long-term capital related needs through the next 7 – 10 years.
- ii) To utilize the information from phase one and develop a district master plan.

After the identification of budgetary constraints, the decision was made in January 2015 to split this study over two years (2015-16 and 2016-17). However, throughout the fall and winter, there was a growing concern that delaying the conclusion of the full study might not be in the best interests of the district. It quickly became understood that it was prudent to move forward with the full study, and this process was set in motion beginning in December 2015.

This is incredibly important work for our district, and it is much needed. Given the reality of operating a district where there are extensive capital needs throughout the district (with the most intensive needs at the elementary level), it is imperative that we develop a clear path forward that will be facilitated through the completion of our district master plan.

Acton-Boxborough Regional School District**SUPERINTENDENT EVALUATION PROCESS****April 28, 2016**

The Administrative Contract of Employment between the Superintendent of Schools and the School Committee states that the Superintendent will be evaluated on an annual basis. A written summary evaluation report will be distributed to all 2015-16 Committee members and the Superintendent. The Committee and Superintendent will meet within 30 days after the completion of the written report to discuss the evaluation.

The Committee and the Superintendent will meet in open session for the purpose of evaluating the Superintendent in the performance of his duties and responsibilities on behalf of the Acton-Boxborough Regional School District. This evaluation will be based upon the Superintendent's job description, the goals and objectives set for the year in which the evaluation occurs, and in accordance with the procedures established by the Committee for this purpose.

This discussion will be conducted with due regard for the value of praise and constructive criticism as tools for professional growth and improvement. All parties recognize the continuing need for mutual trust and understanding between the Committee and the Superintendent.

To meet the School Committee's contractual obligation to evaluate the Superintendent annually, an evaluation timetable will be developed by the then current Chair of the Acton-Boxborough Regional School Committee and distributed at the March or April meeting of the School Committee. Attachment 1 is the draft schedule for 2016.

The current Chair of the Committee, as of the February before the evaluation occurs, will manage the evaluation process. Participants will include Committee members as of that meeting.

At second June School Committee meeting (6/23/16):

School Committee votes summary evaluation and annual salary, effective July 1.

At July School Committee workshop (date tbd):

School Committee discusses Committee and system-wide goals for the coming school year.

At first October School Committee meeting (date tbd):

Superintendent presents the goals for the current school year to Committee for acceptance.

At first January School Committee meeting (date tbd):

Superintendent presents a progress report and goals update as part of a Midcycle Review.

Attachment 1- Draft Schedule - Superintendent's Evaluation Timetable for 2016

1. February 11, 2016 School Committee meeting
 - Superintendent presents an interim report on the status of the current year's goals as a part of the Midcycle Review.

2. April 28, 2016 School Committee meeting
 - The following evaluation documents are distributed to Committee members:
 1. MA Model System for Educator Evaluation Part VI: Implementation Guide for Superintendent Evaluation
<http://www.doe.mass.edu/eval/model/PartVI.pdf>
 2. Appendix A: Superintendent Rubric (this is posted online separately from the above document)
http://www.doe.mass.edu/eval/model/PartIII_AppxA.pdf
 3. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
 4. Marie Altieri's slides from our 10/16/14 SC meeting providing a brief overview of the process.
 5. Evaluation Timetable (this document)
 6. Memo dated 2/5/16 from Glenn Brand, Superintendent's Performance Goal – Midcycle Review
 7. Copy of previous year's evaluation (if applicable)
 - The Chair issues a general public request for input on Superintendent's performance

3. May 19, 2016 School Committee meeting
 - The Superintendent reports on the status of the current year's goals.
 - The following evaluation document is distributed to Committee members:
 - a. Updated status report on the current year's goals and objectives
 - b. Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent
 - The Chair issues another general public request for input on Superintendent's performance

4. June 1, 2016
 - Completed evaluations are returned to outgoing Committee chairperson and the School Committee secretary. Outgoing Chair will then draft a summary evaluation report.
 - Public input received.

5. June 10, 2016
 - Draft summary evaluation is returned to School Committee members for their comments and suggestions. Comments due back to outgoing chairs and secretary no later than Tuesday, June 14th.

6. June 17, 2016

- Evaluation summary is finalized by the outgoing Committee chairperson based upon comments received. Evaluation circulated in packet for June 25th meeting.
7. June 23, 2016 School Committee meeting
- Superintendent's summary evaluation is presented and voted.
 - Superintendent's salary is voted (n/a for FY'17 per contract).

Appendix B: End-of-Cycle Summative Evaluation Report: Superintendent

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Glenn Brand _____
Evaluator: _____
Name
Signature
Date

Superintendent's Performance Rating for Standard I: Instructional Leadership



Standard 1: 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.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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 type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations



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.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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 type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input 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"/>	<input type="checkbox"/>	<input 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"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

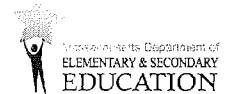
Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Superintendent's Performance Rating for Standard III: Family and Community Engagement



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.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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"/>	<input 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"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



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.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input 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 type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV

(Circle one.)

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.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback

Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<i>MASS/DESE New Superintendent Induction Program (NSIP)</i> - during the 2015-16 school year I will participate in year two of the three year NSIP program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<i>Meeting Management & Productivity</i> – during the course of the upcoming school year I will work towards improving my direct efforts in maximizing productivity of leadership team meetings through focusing on meeting planning, execution and follow-up strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Learning						
3	<p><i>Student Support Services</i> –in conjunction with the Interim Director of Pupil Services, Director of Special Education & Director of Curriculum & Assessment I will coordinate a review of our district’s student support service practices across each of our schools related to the services students PreK-12 receive in both our regular and special educational settings. Using the framework of the <i>Massachusetts Tiered System of Supports (MTSS)</i> this review will more closely examine the following:</p> <ul style="list-style-type: none"> • The current approaches taken to the modification of the curriculum within the regular education setting including a focus on the use of the district and school curriculum accommodation plan (s); • A review of the strengths, weaknesses and overall satisfaction with our teacher-assistance teams (TATs); • The district’s current capacity for supporting inclusionary practices of students with specialized needs within the regular educational setting. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
4	<p><i>District Strategic Plan</i> - by the end of the current school year I will oversee the development of a new strategic plan for the district that clearly sets out our priorities for the next three years.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<p><i>Focus on Future School Needs</i> – Establish a transparent process that helps identify and creates a broader understanding of the short and long-term capital and building-related needs both within the district and at the municipal/town level.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Glenn Brand

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals

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

Step 2: Assess Performance on Standards

Indicators

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. For new superintendents, performance is on track to achieve proficiency within three years.

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 type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input 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; select one.)

- Unsatisfactory
 Needs Improvement
 Proficient
 Exemplary

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:



Acton-Boxborough Regional School District
Superintendent's Office
16 Charter Road
Acton, MA 01720
978-264-4700 www.abschools.org

Glenn A. Brand, Ed.D.
Superintendent of Schools

To: School Committee
From: Glenn Brand
Date: May 18, 2016
Re: Reflections on Superintendent Staff Survey Results

As you know, the district currently engages in a process that seeks to gather feedback from staff regarding the performance of its administrators. These surveys came to a close earlier this week and the results have been compiled and distributed to members of the administrative team.

Attached you will find the feedback regarding my performance as the Superintendent of the Acton-Boxborough Regional School District. I provide this information for your review as well as to serve as an additional source of data that you consider as you engage upon the task of evaluating my performance for the 2015-16 school year.

Two things that I wish to point out relative to this information:

- i) The quantitative data was gathered directly from the survey instrument used to administer the surveys and is profiled on the first two pages of the attached.
- ii) With one exception, the narrative statements are unedited and represent all of the comments that were provided. The one notable exception is the removal of one comment, given the fact that it referenced another individual staff member in the district. I felt the comment inappropriate to include as a part of this public report.

Within the next number of weeks, I will take the opportunity to reflect upon this feedback and will use it in part to generate some of my priorities and efforts that could emerge as areas of focus for my leadership as I think ahead to the 2016-17 school year.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

Staff Survey
Superintendent Glenn Brand
 May 2016

Answer Options	% Strongly Agree or Agree	Rating Average	Total Responses/ Question
Is an effective instructional leader	95.0%	4.19	282
Has a strong student centered vision for our district	95.6%	4.33	367
Develops strong and effective relationships	87.2%	4.00	250
Is a strong problem solver	93.8%	4.21	274
Is ethical and has integrity	99.1%	4.47	333
Has a strong work ethic	100.0%	4.52	333
Is a strong communicator	92.6%	4.25	378
Inspires confidence as a leader	93.3%	4.24	360
Plans and leads well-run and engaging meetings	87.5%	4.08	273
Fosters trust and mutual respect	96.2%	4.29	316
Inspires others to learn and grow	93.4%	4.21	286
Presents clearly and effectively	91.5%	4.24	378

Staff Survey
 Superintendent Glenn Brand
 May 2016

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
Is an effective instructional leader	83	185	12	2	140	4.19	422
Has a strong student centered vision for our district	155	196	13	3	55	4.33	422
Develops strong and effective relationships	72	146	25	7	161	4.00	411
Is a strong problem solver	94	163	15	2	142	4.21	416
Is ethical and has integrity	165	165	2	1	84	4.47	417
Has a strong work ethic	174	159	0	0	86	4.52	419
Is a strong communicator	159	191	21	7	43	4.25	421
Inspires confidence as a leader	142	194	18	6	56	4.24	416
Plans and leads well-run and engaging meetings	95	144	29	5	142	4.08	415
Fosters trust and mutual respect	118	186	11	1	103	4.29	419
Inspires others to learn and grow	101	166	17	2	129	4.21	415
Presents clearly and effectively	161	185	27	5	45	4.24	423
						<i>answered question</i>	427
						<i>skipped question</i>	128

Q14 Please list areas of strength, possible areas for growth, and any other feedback for Superintendent Glenn Brand.

Answered: 32 Skipped: 104

#	Responses	Date
1	I have not had the opportunity to meet or work with Glenn. I appreciate his communication through e-mail and find him engaging and effective during the opening day meeting. I have heard positive feedback throughout the district.	5/16/2016 10:09 PM
2	Still too much of an unknown for me to have much of an opinion, but I feel that he is an upgrade from the previous superintendent. A few things that I am watching for are: Will he take as hard a look at reviewing technology in the district as he did money and consider it a priority. Will he take an active role in upgrading safety protocols across the district. Security of the buildings and speeding on campus continue to be a concern. How supportive is he of teachers in the upcoming negotiations.	5/16/2016 1:27 PM
3	I really appreciate the way Glenn seeks out information and then uses it to make his own decisions. There is a clear and valuable process, but also clear follow through and progress.	5/16/2016 8:32 AM
4	Bill Ryan was by far our strongest superintendent in my tenure at AB and Glenn seems to have similar capabilities.	5/16/2016 8:30 AM
5	Decisive, knowledgeable and eloquent leader.	5/16/2016 5:25 AM
6	Strengths: Given how complex the district is, Dr. Brand is doing a good job of facing some of the issues. He is very approachable and he obviously respects teachers for what they do. He tries hard to communicate and explain his thinking and decisions. He works very hard to get multiple perspectives before making a decision on something. He seems patient and good-humored. Areas for growth: Sometimes the communication is so voluminous that I worry people aren't internalizing it. I do read all of the communications, but I know that many people don't. I'm not sure there is anything that can be done here. There will always be people who complain there is too much or too little. Just wanted to put it on the radar. I wish that Dr. Brand would give feedback on the courses he observes. Though this is time consuming, I would have loved to know how he felt about my classroom when he saw it.	5/15/2016 11:32 PM
7	Although I have not had many direct interactions with Glenn, he seems to be able to listen to his constituents and make decisions based on their feedback. Perhaps a bit more oversight of the buildings' administration's decisions might lead to more consistency and less favoritism across the district.	5/15/2016 8:17 PM
8	Glenn still seems to be in "information gathering" mode or otherwise staying in the background about issues at AB. Perhaps there will be more forthcoming about what he sees as the district's priorities and why we are doing the things we are doing. One in particular is it would be helpful to articulate what he believes we will get out of Challenge Success. Programs like this seem so jargon heavy and non-specific that we need more specific definition about what will be affected and why. Administrative organization and Special Education seem to get a lot of focus and attention and it can feel like those are the things he cares about most. Technology in this district is way behind the standard, and there does not seem to be any plan, thought or commitment to getting us anywhere near a 1:1 model of any kind.	5/15/2016 6:00 PM
9	I don't see him at the high school so I don't know how much he knows about our day-to-day work.	5/15/2016 4:34 PM
10	It would be great to know what the vision for the school district is. There is so much discussion on mental health but nothing seems to be implemented.	5/15/2016 4:29 PM
11	I have been very impressed with Dr. Brand's leadership this year. He has been a voice of clarity in multiple instances. His respect of this school community and its teachers is evident. His messaging to the faculty has been very effective and coherent.	5/15/2016 4:13 PM
12	I still have limited experience with Dr. Brand beyond the opening day meeting. It would be good to see him more in the classrooms engaging with teachers and students.	5/15/2016 4:06 PM
13	More presence at school events and more visibility among parents, faculty and students.	5/15/2016 3:53 PM
14	I can't say I know him at all. Never seen him in the school. I just hear about surveys, plans to be implemented and who he hired. Not much else. I realize this comes off as cold, but I don't see what he does so it is hard to comment	5/15/2016 12:42 PM
15	I saw much improvement between last year's first-day meeting presentation and this year's and am appreciative of his regular communications.	5/13/2016 8:47 PM
16	Great job!	5/13/2016 3:31 PM
17	Be more visible	5/13/2016 2:46 PM

18	While public speaking is not one of the primary determinants of how well a Superintendent is doing his job, it is very hard to listen to a speech that feels very unrehearsed and thrown together. Meetings are hard enough; meetings at the start of the year are particularly so ... please do not waste our time at these. And please go back to one day of meetings at the start of the school year. I want to teach, not be talked at.	5/13/2016 12:15 PM
19	Although I have had limited contact with Dr. Brand, his communications with us have been clear and informative, and he speaks to us with respect.	5/11/2016 3:28 PM
20	Thank you for all of your hard work and the vision you have for our district.	5/11/2016 3:15 PM
21	Don't have much interaction with the superintendent beyond the all staff meeting the first day.	5/11/2016 11:11 AM
22	I don't feel able to comment	5/11/2016 9:52 AM
23	I do not know him at all! He just got here! I will assume he is very good . So far, things look positive from my perspective	5/11/2016 9:25 AM
24	I feel confident with Glenn leading our district!	5/11/2016 9:00 AM
25	I really like the way Glenn approaches problems and how he takes a logical approach to solving these problems. He is an excellent communicator and very thoughtful.	5/10/2016 2:11 PM
26	I enjoy listening to him speak but must admit that this is a rare occasion. I should make myself more available to evening presentations when he is speaking but have a hard time committing to that as I live far away. I would love to see him in the HS more often... even if he is just walking around and being visible to staff and students. I appreciated an early year visit to my department where he sat in at a meeting and was a thoughtful listener who appreciated our feedback.	5/10/2016 11:15 AM
27	I Think Dr. Brand does a great job. He always seems very organized, and definitely has a clear plan and vision for where we are going as a district. I'd like it if he were more visible in our school(but totally get that he is busy doing other things)	5/9/2016 11:38 AM
28	Dr. Brand is approachable in our community and definitely makes me feel confident he will make strong, well-researched decisions that benefit all parties (students/parents/teachers). At the school level, it would be nice to get the opportunity to see him more, but I also feel confident that if I were to want to speak with him individually, it would happen. I find the school year "kick off" to always be positive, but also gives us a "charge" at the school level for what ways we can grow/improve.	5/9/2016 8:59 AM
29	Dr. Brand has done an excellent job in leading the A-B school system. I cannot comment on his ability to foster strong and effective relationships, but from what I have heard, it would appear he is quite successful in this area. I also think his hands are somewhat tied in terms of professional learning as staff needs to become certified in ELL.	5/9/2016 8:11 AM
30	We don't see him in our building, however, he does send email communications and when he has spoken to a large group, his presentations are clear.	5/9/2016 8:00 AM
31	Sometimes when he's visited our faculty meetings I don't always understand the purpose and objective. He does not always speak clearly or to the point.	5/9/2016 7:53 AM
32	I really only know Glenn through his opening day presentations and email communications. I think he's a really nice man. I think in his communication he tries to be very clear but it becomes very redundant and at times kind of boring. I personally don't really find him inspiring as a educational leader.	5/8/2016 10:14 PM

Q11 Comments: Please list areas of strength, possible areas for growth, and any other feedback for Superintendent Glenn Brand.

Answered: 24 Skipped: 36

#	Responses	Date
1	Get to know the staff more on a personal level when possible and be more present in a variety of classes to get more involved with teachers & their instruction	5/16/2016 8:26 PM
2	I'd like to see Superintendent Glenn Brand visible in classroom visits	5/16/2016 9:45 AM
3	1) Dr. Brand does an excellent job as a leader of our school system. He has a clear vision that has the students of this community at the fore front. It is clear that Dr. Brand cares for the students in this community. He does not back down from difficult topics. He communicates clearly and effectively to parents. Recently, there was an incident at the Parker Damon building. Dr. Brand communicated with staff and families that day to address the situation. As a parent and staff member, I greatly appreciated his email and knowing that steps were taken to ensure the safety of the students. 2) I am not sure if this is something Dr Brand is already doing....It would be nice to see Dr. Brand around the schools more interacting with teachers and students. When I was in school, I remember the superintendent visiting our class or coming to a school function. It was something that always stuck with me. All of the friends I grew up with knew our superintendent by face. I think it is valuable for the students and the community to see our administration/leaders outside of the "office" visiting classrooms, observing students work, attending school performance, etc.	5/16/2016 9:12 AM
4	He is very approachable, I have never had an issue talking to him about anything!	5/16/2016 8:50 AM
5	I appreciate his willingness to tackle the mental health of the community as I see that as an important topic.	5/15/2016 8:48 PM
6	I would like to see Glenn be more decisive and share his vision for the school. I respect that he wants everyone's opinion, but where does he stand on the controversial topics Facing our district.	5/15/2016 3:56 PM
7	The biggest stumbling block I see to answering this survey accurately is that I simply do not have interactions with Glenn Brand. He has briefly walked through my classroom twice during his time in the district. And I feel that opportunities to work more closely with Dr. Brand are very limited.	5/12/2016 10:10 AM
8	Glenn's presence has been minimal. The meetings I have attended that were run by him were very poorly organized and orchestrated.	5/11/2016 8:31 PM
9	It's really hard to comment for the above issues. My sense of Glenn is that he is working hard to make our district strong academically, but at the same time provide some balance and perspective on creating an environment that considers the whole person. I appreciate the letters that he writes and sends out to the staff about what is going on. I hope he continues to do this regularly. I wish he was more visible and present in our building.	5/11/2016 1:10 PM
10	The jury is still out on areas of strength. I just don't have enough data. One area for growth is to speak more concisely and directly when addressing an audience. Sometimes I feel I am not understanding the main point of what is being said.	5/11/2016 11:30 AM
11	I have not yet had the opportunity to work with Glenn personally to give enough feedback. At the all staff events, he seems knowledgeable, organized, and well prepared.	5/10/2016 10:23 AM
12	Thanks for continually providing opportunities to get to know your schools and for us to better learn who you are and what your ideas are for our community.	5/10/2016 9:46 AM
13	All-staff presentations could be more comprehensive.	5/9/2016 7:53 PM
14	I have little or no direct contact with Supt. Brand., but he seems to be pleasant and approachable. I enjoy his speech at the beginning of the school year.	5/9/2016 11:14 AM
15	I have little to do with him, so feel unable to comment	5/9/2016 10:19 AM
16	none	5/9/2016 10:15 AM
17	I have a lot of respect for the vision that Dr. Brand has for our school district as well as his process for decision making.	5/9/2016 9:58 AM

18	Glenn needs to get to know more people in the district. I invited him to an "event" which he did attend, but he never spoke to me while there, nor did he send any follow up communication----even a "Had fun" would have made me feel acknowledged for my efforts. Ironically, the day after the event I had the opportunity to walk along side him---not a word.....	5/9/2016 8:55 AM
19	Since I rarely interface with Dr. Brand, I feel it's not responsible of me to comment on his areas of growth. I have been impressed with his leadership and his ability to communicate well with everyone.	5/9/2016 8:50 AM
20	I feel as though I receive less communication from Dr. Brand regarding school wide issues than from previous administrators.	5/9/2016 8:48 AM
21	I think Dr. Brand does a great job as superintendent. However, I do find that when he speaks publicly, or when he writes to us as a staff, his message gets lost because he uses far too many words. I would like Glenn to get better at distilling his main message and delivering that in as succinct a manner as possible.	5/9/2016 8:40 AM
22	Glenn Brand has been here for two years and has never met me. Previous superintendents were much more visible and knew staff members (at least staff in the junior high) by name. I can only speak to his communication skills. I know him through email, but otherwise do not feel like I know this superintendent at all.	5/9/2016 8:22 AM
23	I have had very little contact with the superintendent. The times that he has presented at our staff meetings to be quiet honest felt unnecessary. The information would have been better given to us in an email. I don't have a sense of him as a leader. I do appreciate the work to move central office out of the junior high so that we have more class space.	5/9/2016 7:36 AM
24	Not really in touch with the staff at all.	5/9/2016 7:12 AM

Q8 Comments: Please list areas of strength, possible areas for growth, and any other feedback for Superintendent Glenn Brand.

Answered: 68 Skipped: 264

#	Responses	Date
1	Glenn has done a great job in his first two years.	5/16/2016 11:17 PM
2	This has become a top down and top heavy school system, with little regard for the needs or opinions of classroom teachers, who used to be very highly respected.	5/16/2016 11:03 PM
3	I like seeing him in the schools, like his tone when presenting- either with teachers or the community, appreciate his vision, also appreciate when he takes the time to send emails addressing a critical issue	5/16/2016 11:00 PM
4	Dr. Brand is available and approachable to all and he fosters a sense of openness and truly caring. He listens and is thoughtful when issues are presented to him.	5/16/2016 10:40 PM
5	I feel like I should be able to answer some of the questions I put as "N/A" but couldn't really agree or disagree with them (i.e. fosters trust and mutual respect"). I respect him and the job he does (I wouldn't want to do it) but I have had very little personal interaction with Dr. Brand in order to form an opinion on some of these issues.	5/16/2016 8:44 PM
6	Regarding these indicators and my "agree": Has a strong student-centered vision for our district Inspires confidence as a leader Is a problem solver After his second year, managing our physical plants is clearly a focus for our superintendent. Will we soon be looking at the demands of teaching our wide range of students, the demands of managing new evaluation and testing expectations (DDM's, etc.), and also the climate within buildings? I used N/A when the indicator asked about something I don't see from my position.	5/16/2016 5:14 PM
7	I answered NA for many of the above questions. Although I trust his abilities and his intentions, I don't have a real sense of his goals other than addressing the conditions of our schools.	5/16/2016 5:13 PM
8	I do not work directly with him so it is difficult to fill out.	5/16/2016 4:57 PM
9	I am happy to see the amount of data collection and analysis being used to determine the future of AB.	5/16/2016 4:10 PM
10	I do not work directly with Glenn Brand and do not know him well. I am impressed by his ability and/or desire to communicate effectively with all faculty when situations arise. He gives the impression that he respects us and we are all important. The fact that I don't know him well speaks to the fact that he trusts that we are all doing our jobs as they need to be done and we don't need to be micro-managed!	5/16/2016 3:46 PM
11	I have no idea who she is. Maybe she should do a meet and greet at the beginning of each school year.	5/16/2016 1:32 PM
12	I have such little contact with the superintendent that other than district wide emails and a few appearances at faculty meeting, I would have no info on which to base a response.	5/16/2016 12:44 PM
13	Effective communicator.	5/16/2016 11:50 AM
14	I thoroughly appreciate the timeliness of Glenn's emails and communications regarding various events within the district.	5/16/2016 10:55 AM
15	I don't know Superintendent Brand personally, however, I am so impressed by him in the speeches he has given and the programs that he runs.soft spoken, purposeful, relates well to school staff	5/16/2016 10:39 AM
16	The district-wide professional day involved too much lecture-style presenting in the afternoon. I felt like it would have been more effective to include some sort of break-out group sessions after the presentations in which we could discuss what we heard with colleagues.	5/16/2016 10:37 AM
17	Glenn is thoughtful and considerate. He is approachable and clearly cares deeply about the AB community.	5/16/2016 8:39 AM
18	not visible.	5/16/2016 8:28 AM
19	He has a strong presence and is a good communicator with teaching staff from sharing both small and big issues.	5/16/2016 7:28 AM
20	I feel rather insulated from the Superintendent's actions, although he does keep everyone abreast of things as they are developing. However I don't feel as though I get to see much of his dealings so as to make some of these judgements.	5/16/2016 5:35 AM
21	Keep up the great work.	5/15/2016 11:00 PM

22	Strength: Listens well. Speaks clearly. Seems to have a vision for the district. Areas for growth: Is not visible to faculty and staff. Would like to see more interaction with those lower than administrator level. Other feedback: Crazyiness seems to be happening in some of the elementary schools. I wonder if he is even aware.	5/15/2016 10:16 PM
23	I have had very little contact with him, so can't comment except that his emails are clear and to the point. He has been friendly in the hallway on visits.	5/15/2016 9:18 PM
24	I appreciate the communications Dr. Brand puts forth in efforts to ensure staff is aware of changes in the district.	5/15/2016 8:53 PM
25	I commend Glenn and his quick understanding of our district. I do not feel he is fostering relationships with anyone other than his principals. He said that he wanted to get to know each of the different schools, yet whenever he comes into our building, most people do not see him. He does not engage with students or any staff.	5/15/2016 8:51 PM
26	I don't see Glen much. Meetings are about bringing consensus. I'm not sure what HIS beliefs and goals are.	5/15/2016 8:43 PM
27	+ looking for alternatives to meeting a changing student population; appears to have a good relationship with the school committee; responds quickly when there are any safety concerns Possible area for growth- be a bit more succinct at staff meeting presentations;	5/15/2016 8:33 PM
28	Come visit our classrooms again! We love having you at Conant!	5/15/2016 8:27 PM
29	Effective communicator, has listened to the concerns of staff regarding needed changes in Special Education. Needs to advocate for smaller class sizes and appropriate staffing for a rising population of behavioral and special needs students in the primary grades. Look at how we can best financially support our primary students.	5/15/2016 8:00 PM
30	Interactions I have had with the Superintendent have not been very positive. I don't think he even knows who 1/2 of us are and he is in our building. In a meeting, he doesn't seem to care what other have to say and he has his own agenda. I am insulted that he hasn't acknowledged classroom events that he has been invited to or given recognition to things faculty and students have accomplished. Nothing changed from the last survey so what is the point of filling this out?	5/15/2016 7:36 PM
31	Superintendent Brand needs to spend some time talking with the teachers in the system. Genuinely talking. Is he aware how negatively removing half of the early release Thursdays impacted the elementary teachers (as we face another round of negotiations where we are sure to be pressed to give up the rest?) Is he aware of how we desperately need support staff to work directly with children as more and more administrators are added to the staff? Those Thursday afternoons were crucial to us and we don't need any more "directors" of anything. We need a leader who will listen to us directly- not through the principals. We need someone who will take the time to talk to the teachers. I have seen him touring the building with the principals but he has never come in to my classroom or spoken to me. My suggestion for him is to get more involved with and have conversations with the people who work directly with the children. We all, including Brand, want what's best for the children and it would improve our system greatly if we were ALL part of decision making processes.	5/15/2016 2:58 PM
32	I have never seen him in the school. Never came to our room.	5/15/2016 2:58 PM
33	Glenn is a clear and effective communicator. He plans and runs meetings well. It appears at times the needs of student population and staff are overlooked when looking at vision for the district. Although it is stated that that the impact of where people are located for their role in the district is important, staff who may be relocated are not surveyed or consulted before permanent decisions are made regarding their relocation. With this said, staff may not feel as if they are seen as a valuable part of the system.	5/15/2016 2:49 PM
34	He is exemplary in many aspects, most notable reaching out to all, making people feel valued in their work and listened to. His humility and approach-ability will serve us all well.	5/13/2016 12:22 PM
35	I thought the dischord at Douglas would have been addressed this year. I was glad Mr. Brand came to talk to the staff last year, but there was no follow up and no further communication with the staff. It appeared that either he thought things had gotten better at Douglas or just not willing to do anything. Please don't be hesitant to make changes when necessary for the best interest of the students.	5/13/2016 8:58 AM
36	With respect, it feels as if staff concerns at our school are being ignored. Last year issues were communicated re: lack of collaboration, communication; embarrassing videos and emails; questions re: plagiarizing; lack of forthrightness and poor quality of School Improvement Plan. This year concerns re: collaboration and communication continue, it seems without any intervention from CO.	5/12/2016 10:04 PM
37	I fear the attitude of the dollar per student is more concerning than the actual students.	5/12/2016 5:57 PM
38	I have only seen him in the building this year three times.	5/11/2016 10:32 PM
39	More frequent visits to classrooms would be a great addition.	5/11/2016 8:21 PM
40	I have not had the pleasure of working with Mr. Brand.	5/11/2016 1:05 PM

41	The Superintendent needs to spend some time in our school just walking around, meeting staff, and observing what we do. Other than some scheduled meetings in this building with specific staff, I've not ever seen Dr. Brand in our building just checking out what we actually do with our students.	5/11/2016 9:13 AM
42	I have very little interaction with Glenn. I wish he were more present in the elementary schools.	5/11/2016 8:00 AM
43	Very supportive, inspirational, clear and a great communicator. An example of strong leadership.	5/10/2016 8:23 PM
44	Without being closely connected to Glenn or his office, it appears that he's doing a good job as the superintendent.	5/10/2016 8:18 PM
45	I feel as if many decisions made do not take into account the issues that are present in the student classrooms. There have been a lot of changes at the administrative levels. At the same time, there are many needs for the students that are not being taken into account; eg. adequate teaching spaces, sufficient teaching assistants for classroom teachers and special education assistants,	5/10/2016 6:29 PM
46	it would be nice to see him more visible in the schools.	5/10/2016 5:29 PM
47	I'm sorry I don't have much personal experience to go on. Dr. Brand comes off as quite competent and very invested in the future of our district. I like when he gets the chance to pop into the classroom just to see what we're up to.	5/10/2016 3:56 PM
48	Highly Organized, detail oriented, knows how to communicate effectively, I would suggest a brief summary and less details when informed about changes, or news when possible.	5/10/2016 9:26 AM
49	There is always a balance between finances and student-centered decisions. I am hoping that Glenn leans more toward what is best for students	5/10/2016 9:23 AM
50	The superintendent, Glenn Brand, has a systematic approach to creating change in the schools. He is reflective before acting and communicates the rationale behind decisions.	5/9/2016 10:27 PM
51	I would like Dr. Brand to support more speech and language pathology positions. One full time position per elementary school (spanning 7 grades) is too large of a workload, which negatively impacts student progress and teacher support. Thank you.	5/9/2016 9:37 PM
52	Strength: engaging speaker, positive presence, clear communicator	5/9/2016 8:08 PM
53	In Elementary Schools, we have very little contact with the superintendent. I would like to see him be more present to staff, not just come in building to talk with principal.	5/9/2016 7:52 PM
54	He appears to be a strong and effective communicator based upon emails I have received and district-wide meetings I have attended for staff members. He cares about his staff and students. I view him as an organized, well spoken, very professional leader with a sense of humor who has clear goals and has set out to achieve them.	5/9/2016 7:28 PM
55	Dr. Brand's leadership style is so different than past leaders and it is something this system has needed. The only thing I can think of for constructive feedback is to be more visible in the schools.	5/9/2016 1:53 PM
56	Approachable, and willing to listen and helps address any issues in regards to any department.	5/9/2016 12:56 PM
57	I have not had much of an opportunity to know Mr. Brand.	5/9/2016 11:28 AM
58	The Superintendent is an effective communicator who offers well written summaries of his actions and plans for the district. While he appears to be strongly student centered, implementing additional programs, especially in the area of staffing is limited by budgetary restraints.	5/9/2016 11:24 AM
59	I feel that Dr. Brand has listened to concerns, just not sure if action will take place.	5/9/2016 11:08 AM
60	Dr. Brand continues to impress me with every direct or indirect interaction. Whether via a district email regarding an issue or announcement, he is very succinct and transparent. He allows for discussion, but does not allow discussion to create a tangent and get away from the purpose of a meeting or committee..	5/9/2016 10:40 AM
61	I think Glenn could communicate using fewer words.	5/9/2016 9:22 AM
62	I would love to see Dr. Brand get to know a larger portion of the AB Community, and I am confident that will continue to happen in the coming years. I don't feel I know enough to answer many of the above questions.	5/9/2016 9:16 AM
63	I do not work with or have contact with the Superintendent. He does not appear to have a strong vocal position within Acton (I do not see him as connected with the greater Acton community).	5/9/2016 8:37 AM
64	I appreciate Superintendent Brand's willingness to reach out to staff by coming to meetings and visiting schools. He has done a great job of making teachers feel heard and supported.	5/9/2016 8:12 AM

66	Reflective Appears to understand the districts strengths and weaknesses Action is seen in correcting weaknesses	5/9/2016 7:47 AM
67	Nice job!	5/9/2016 7:11 AM
68	My experiences with Dr. Brand has been limited to school visits and district meetings. My impressions of the meetings he leads include thoughtfulness in planning and being forthcoming about future plans. When visiting the classroom, Dr. Brand is warm with his interactions with the children. I appreciate his gentle manor and believe that he is listens and is reflective. Based on my conversations with Dana Labb, I appreciate Dr. Brand's willingness to problem solve and work with Blanchard.	5/8/2016 10:19 PM

Q6 Comments: Please list areas of strength, possible areas for growth, and any other feedback for Superintendent Glenn Brand.

Answered: 5 Skipped: 13

#	Responses	Date
1	Although AB needed to restructure, it is sad that we are losing Mary Emmons. She gracefully handled so much during her time in the interim position.	5/16/2016 10:42 PM
2	don't know him well enough to address these questions	5/15/2016 5:30 PM
3	A lot has been initiated by Glenn, but I feel like it is taking a long time to actually make decisions about school start times, the space/new building study, etc. and it can feel unsettling anticipating what could be major changes for some employees.	5/13/2016 4:05 PM
4	Seems to seek others for input but then is not transparent regarding decision making Too wordy in emails!	5/11/2016 11:18 AM
5	Overall, Dr. Brand is a strong and clear communicator. At times, though, decisions have been made prior to consulting with staff who would be affected by change. An example of this is having made a decision about moving preschool therapists and moving equipment into the building without having the courtesy to talk to them first about the changes and getting feedback about their needs.	5/9/2016 7:10 AM

Q4 Comments: Please list areas of strength, possible areas for growth, and any other feedback for Superintendent Glenn Brand.

Answered: 1 Skipped: 6

#	Responses	Date
1	Energetic; forward-thinking; highly engaged in moving the district forward to meet both current and anticipated trends and challenges	5/17/2016 1:46 PM