

**SUPERINTENDENT MINUTEMAN REGIONAL TECHNICAL VOCATIONAL
SCHOOL DISTRICT**

CONTRACT OF EMPLOYMENT

This Contract is made and entered into on this 17th day of June, 2014 by and between the School Committee of the Minuteman Regional Technical Vocational School District, who act hereunder in their representative capacity only and without any personal liability to themselves (hereinafter referred to as the "Committee") and Edward A. Bouquillon, Ph.D., of Lexington, Middlesex County, Massachusetts (hereinafter referred to as "Superintendent").

WITNESSETH:

WHEREAS, the Committee is authorized pursuant to M.G.L. Chapter 71, section 41 to award a contract to a superintendent of schools; and,

WHEREAS, the Committee desires to employ the services of Edward A. Bouquillon as its Superintendent; and,

WHEREAS, it is the desire of the Committee to describe and define the job duties and job responsibilities of the Superintendent, fix his salary and provide for fringe benefits, and,

WHEREAS, Dr. Bouquillon represents that he is qualified and capable of performing the duties and responsibilities of said position;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, the Committee and Dr. Bouquillon agree as follows:

SECTION 1: TERM OF EMPLOYMENT/APPOINTMENT

The Committee hereby employs Edward A. Bouquillon, as Superintendent of the Minuteman Regional Vocational School District, and Edward A. Bouquillon hereby accepts employment subject to the terms and conditions set forth herein.

Notwithstanding the provisions of any other written or verbal agreements or understandings, the term of this Agreement and the Superintendent's appointment hereunder shall be for a three (3) year period commencing July 1, 2014 through June 30, 2017, unless sooner terminated in accordance with the provisions hereof.

SECTION 2: SALARY

Effective July 1, 2014 through June 30, 2015, the Superintendent's annual salary shall be One Hundred Eighty-Five Thousand, Seven Hundred Dollars and No Cents (\$185,700.00), payable in equal installments during the period of his employment, at intervals consistent with the normal payroll practices applicable to all employees of the Minuteman Regional Vocational School District.

Effective July 1, 2015 through June 30, 2016, the Superintendent will be eligible for an annual salary increase of up to \$3,714.00 for a total annual salary not to exceed One Hundred Eighty-Nine Thousand, Four Hundred Fourteen Dollars and No Cents (\$189,414.00).

Effective July 1, 2016 through June 30, 2017, the Superintendent will be eligible for an annual salary increase of up to \$3,788.00 for a total annual salary not to exceed One Hundred Ninety-Three Thousand, Two Hundred Two Dollars and No Cents (\$193,202.00).

The Salary increases for the 2015-2016 and 2016-2017 contract years shall be specifically subject to approval by a majority vote of the School Committee, made in accordance with the Regional Agreement in effect at the time the vote is taken. Such vote shall take place by June 1, 2015 and June 1, 2016, respectively, and shall be based upon satisfactory performance by the Superintendent during the preceding year.

In no event, will the Superintendent's annual salary be reduced during the term of this Agreement.

SECTION 3: DUTIES

Edward A. Bouquillon shall serve as the Superintendent of the Minuteman Regional Vocational School District, and he shall perform in good faith and in a full time capacity, the duties and obligations of the Superintendent as provided under Massachusetts law, and other duties from time to time assigned to him by majority vote of a quorum of the Committee, and he shall use his best efforts to achieve the performance goals and objectives collaboratively established with the Committee, and he shall comply with all applicable laws and regulations.

The Superintendent shall serve as the Executive Officer of the Committee. The Superintendent shall report any financial irregularities to the Committee, including but not limited to any potential deficits.

Criticisms, complaints, and suggestions called to the attention of the Committee shall be promptly referred to the Superintendent for study, disposition, or recommendation as appropriate to facilitate the orderly administration of the District, and to ensure responsiveness to the public and fairness to the Superintendent.

The Superintendent agrees that if he has criticisms, complaints, or suggestions regarding the role of the Committee or the Committee's adherence to the terms of this contract, the Superintendent

shall refer such criticisms, complaints, or suggestions to the Committee Chair in order to afford the Committee an opportunity to review and address the criticisms, complaints, or suggestions.

SECTION 4: APPROVAL BY COMMITTEE CHAIR

Whenever this document refers to “Approval by Committee Chair” the approval may also be granted by a Subcommittee appointed by the Committee Chair for the purpose of granting such approvals.

SECTION 5: WORK YEAR AND AUTHORIZED LEAVES

A. WORK YEAR

The Superintendent shall be employed on a full-time basis during a twelve-month work year. The Superintendent recognizes that the nature of his employment and the level of responsibility is such that his obligations hereunder are not determined by a prescribed number of hours and that he may be required to work at times other than normal work days, including weekends, when necessary to effectively perform his job duties and responsibilities.

In cases of sick leave, family illness leave, and bereavement leave, the Superintendent shall provide the Committee Chair with advance notice, whenever possible, of such leave in excess of four contiguous days.

B. HOLIDAYS

The Superintendent shall be entitled to all legal holidays as observed by administrators in the Minuteman School District.

C. VACATION CLAUSE

The Superintendent shall be allowed twenty-five (25) vacation days per fiscal year. The Superintendent may carry forward up to five (5) vacation days annually, however, unless approved by the Committee, the cumulative number of vacation days carried forward shall never exceed five (5) days. Vacation time exceeding five (5) consecutive days requires prior approval from the Committee Chair.

D. SICK LEAVE

The Superintendent shall be allowed up to fifteen (15) annual paid sick days per fiscal year.

The Superintendent may carry over any unused sick days from one fiscal year to the next for his use during the term of the Contract. Extended sick leave may be granted at the

discretion of the Committee, and in the event of extended sick leave, the Superintendent, at the request of the Committee, shall provide a physician's certification of illness. Unused sick leave shall not be reimbursed upon expiration or termination of this Contract. The Superintendent may take sick leave due to the medical needs of the Superintendent's family/household members, as needed within his accumulated sick leave, and the Committee, at its discretion, may grant additional days upon request.

Upon use of more than fifteen days sick leave in any fiscal year the Superintendent, at the request of the Committee, shall provide a physician's certification of illness.

The Superintendent may take bereavement leave. Bereavement leave in excess of five days will require approval of the Committee Chair.

E. PERSONAL LEAVE

The Superintendent shall be allowed up to two (2) annual personal days per fiscal year. Any time not used cannot be carried over to the next fiscal year and shall have no cash redemption value if unused.

F. ABILITY TO CONSULT

The Superintendent agrees to continue to devote his full time and efforts to the position of Superintendent for the District. The Superintendent may undertake outside professional activities for remuneration including consulting, speaking, teaching and writing provided that all such outside professional activities do not interfere with the Superintendent's ability to perform required duties under this Agreement. The Superintendent shall undertake outside professional activities only on non-work days such as vacation days, holidays, weeknights when no District business requires his service, or weekends.

SECTION 6: INSURANCE BENEFITS

The Superintendent shall be entitled to all insurance (life, medical, dental, hospital) benefits currently available to other professional personnel in the Minuteman Regional Vocational School District, subject to the terms and conditions of said coverage.

SECTION 7: EXPENSES RELATED TO EMPLOYMENT

A. Cell Phone Expense

The Committee agrees to pay the Superintendent \$100.00 per month for cell phone expense.

B. In-Region Expenses

For purposes of this provision, the term “In-Region” shall mean the geographic area falling within a 30 mile radius of Minuteman High School and is limited to area within the Commonwealth of Massachusetts. It shall include all of the District’s member towns, as well as those Massachusetts cities and town listed at Appendix D.

The Committee shall reimburse the Superintendent for In-Region expenses which are reasonably incurred in the performance of his duties under this Contract in accordance with the laws of Massachusetts and the policies and bylaws of the Committee and within the budget of the Superintendent's office. Any expense over \$150 requires the prior approval of the Committee Chair. In-Region Expense reimbursements under this Section shall not include reimbursement for Mileage and Housing expenses.

C. Out-of-Region in State/Out of State Travel

The Superintendent shall be reimbursed at the IRS mileage rate for out-of-Region in-State travel required by his position.

When out-of-State travel and associated expenses have been pre-approved in writing by the Committee Chair, the Committee shall reimburse the Superintendent for reasonably incurred expenses, including but not limited to mileage calculated at the IRS mileage rate. The Superintendent shall comply with all District policies and procedures applicable to District employees seeking permission for out-of-State travel and reimbursement of expenses related thereto.

D. Professional Service, Conferences, Dues and Expenses

Conference attendance needs to be approved by the Committee Chair. When approved the Committee shall reimburse the Superintendent for attendance, including travel, food, lodging and registration expenses of professional conferences in any school year upon submission of written voucher for the same.

The Committee shall pay all dues and associated costs of membership for the Superintendent in the following professional Associations:

- Massachusetts Association of Vocational Administrators
- Massachusetts Association of School Superintendents
- Association for Supervision and Curriculum Development
- American Society for Training and Development
- Association of Career and Technical Education
- National Association for Workforce Improvement
- Northeastern Educational Research Association

- National Association of School Superintendents

The Committee acknowledges the value to the District of the Superintendent's participation in the Massachusetts Association of Vocational Administrators (MAVA) and similar organizations and agrees that the Superintendent may engage in service to support these organizations so long as such service also supports the work of the District and does not interfere in any way or otherwise derogate from his performance of his duties and job responsibilities as Superintendent of Schools.

E. Superintendent Professional Development

The Committee and the Superintendent recognize that fulfillment of Committee policies and the complexity of the position of Superintendent requires regular and continuous professional development. All Superintendent Professional development expenses must be approved by the Committee Chair.

SECTION 8: EVALUATION

The Committee shall evaluate the performance of the Superintendent annually using the Massachusetts Model System for Evaluation, including but not limited to: The DESE Model Rubric for Superintendents (attached hereto as Exhibit A) and the Implementation Guide for Superintendent Evaluation (attached hereto as Exhibit B).

SECTION 9: TECHNOLOGY RESOURCES

The District shall provide the Superintendent with a desktop and/or laptop computer, tablet (or comparable), and related equipment, Internet service, and equipment maintenance through the term of this Agreement at District expense.

The equipment provided under this Section shall be considered property of the District and is provided to the Superintendent for District purposes. Their use shall be subject to the District's policies applicable to such equipment. Upon termination of this Agreement or upon its expiration, the all District-issued equipment, accessories and software shall be returned to the Committee.

SECTION 10: USE AND OCCUPANCY OF DISTRICT PROPERTY

As a condition of his employment, the Superintendent shall be entitled to use and occupy the building known as 10 Mill Street, located on the high school campus. Such use and occupancy shall be according to the terms set forth in that Use and Occupancy Agreement attached hereto as Exhibit C, which shall be executed by the parties hereto contemporaneously with the execution of this Agreement and which shall have independent legal significance.

SECTION 11: CERTIFICATE

The Superintendent shall furnish and maintain throughout the term of this Agreement a valid and appropriate certificate from the Commonwealth of Massachusetts qualifying him to serve as a Superintendent of Schools in Massachusetts, as required by Mass. G.L. c. 71, Section 38G. The Superintendent agrees to advise the Committee immediately in the event his certificate is revoked, suspended or otherwise affected in any way. Any material misrepresentation on the Superintendent's application for employment or his resume shall constitute good cause for the termination of his employment pursuant to this Agreement.

SECTION 12: STATE ETHICS LAWS

The Superintendent is expected to familiarize himself with all applicable ethics laws of the Commonwealth of Massachusetts and is expected to comply in all respects with such laws during the term of this Contract and in connection with the performance of his job duties and responsibilities.

SECTION 13: CORI CHECK/FINGERPRINTING

The Superintendent shall remain subject to a so-called CORI check with the Massachusetts Criminal History Systems Board consistent with District policy and applicable state law, and a state and national fingerprint-based criminal background check pursuant to M.G.L. c. 71, §38R. To the extent that the Committee becomes aware of any information revealed by the CORI and/or fingerprint criminal background check, which in its sole discretion, renders the Superintendent unqualified or otherwise unfit for the position of Superintendent, then this contract shall become null and void with no further obligations or recourse to the Parties.

SECTION 14: WARRANTY OF CREDENTIALS

The Superintendent warrants the validity of the credentials and experience represented to the Committee in pursuit of this position and any material misrepresentations made therein may constitute grounds for immediate termination of this Agreement and the Superintendent's employment.

SECTION 15: TERMINATION OF CONTRACT BY SUPERINTENDENT/RESIGNATION

In the event that the Superintendent desires to terminate this Contract before the term of service shall have expired, he may do so if he gives at least six (6) months written notice to the Committee of his intention to do so unless the Committee fixes a lesser period of time at which the resignation or release is to take effect. There shall be no penalty for release or resignation by the Superintendent from this contract provided the proper notice has been given.

SECTION 16: DISCIPLINE AND TERMINATION BY THE COMMITTEE

Where good cause exists, the Committee may discipline, suspend or discharge the Superintendent upon a majority vote of the full School Committee. For purposes of the Contract, "good cause" shall mean any ground that is put forth by the employer in good faith that is not arbitrary or irrelevant to the task of maintaining an efficient school system and may include, but is not limited to, incompetence, or failure on the part of the Superintendent to satisfy the performance standards established pursuant to this Agreement, inefficiency, incapacity, conduct unbecoming a Superintendent or insubordination. The Committee may discipline, suspend or discharge the Superintendent provided that, the Committee shall provide the Superintendent with a notice of intent for such action with an explanation of the grounds for the proposed discipline, suspension or dismissal, and if he so requests, he shall be given a reasonable opportunity within thirty (30) days after receiving such notice to review the decision with the Committee at which hearing he may be represented by an attorney, at his own expense, or other representative to present evidence and to call witnesses pertaining to the basis for the decision and to his status as an employee.

Upon the discharge of the Superintendent, no tribunal shall have the power to reinstate him. In the event of a termination for good cause, the Superintendent will be paid compensation and benefits through the effective date of the good cause termination and will not be entitled to further compensation or benefits under this agreement.

SECTION 17: ARBITRATION

Any controversy or claim alleging breach of a material term or condition of this agreement including any claim by the Superintendent that the Committee disciplined, suspended or discharged the Superintendent without good cause shall be determined by arbitration in accordance with the rules of the American Arbitration Association. Excluded from this mandatory arbitration provision are claims other than claims alleging breach of a material term or condition of this agreement and also excluded are claims based on state or federal anti-discrimination laws, statutes or regulations. An award by the arbitrator(s) appointed pursuant to such rules shall be binding upon the parties and may be entered with any court, tribunal or commission having jurisdiction thereof for enforcement in accordance with Massachusetts law. The right to file a demand for arbitration hereunder shall survive the expiration of the contract or the employment relationship. The arbitrator(s) may award any and all appropriate relief including but not limited to compensatory damages due under the contract but in no case shall such order or award require the reinstatement of the Superintendent.

SECTION 18: INDEMNIFICATION

The Committee shall indemnify the Superintendent when he is acting within the scope of his official duties to the extent permitted and subject to the provisions of M.G.L. c. 258. Notwithstanding any other language or provisions in this Agreement or elsewhere, this

indemnification shall not be effective or binding on the District or Committee unless the Superintendent provides reasonable cooperation to the District or Committee and their legal counsel in the defense of any claim or litigation arising out of such incident, events or facts occurring during his employment or services as Superintendent. In no case will individual Committee members be considered personally liable for indemnifying the Superintendent pursuant to terms of this Agreement.

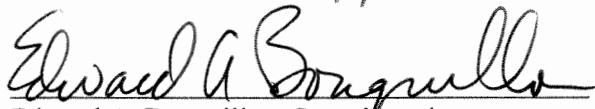
SECTION 19: ENTIRE AGREEMENT

The Contract embodies the entire Agreement between the Committee and the Superintendent, and there are no inducements, promises, terms, conditions or other obligations made or entered into by either party other than those contained herein. The Contract may not be changed except in writing, executed by the School Committee, and the Superintendent. Any part of this Contract may be opened for renegotiation during its term by mutual consent, and any amendment to the Agreement shall be in writing, signed by the Parties, and attached to this Agreement. This Contract shall be construed and interpreted in accordance with the laws of the Commonwealth of Massachusetts.


SECTION 20: INVALIDITY

If a court of competent jurisdiction deems any provision of this Contract invalid, the remainder of the Contract shall continue in full force and effect.

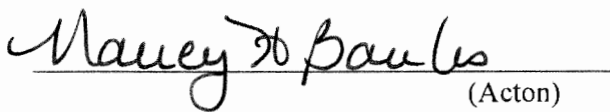
IN WITNESS WHERE OF, the parties have hereunto signed and sealed this Agreement and a duplicate thereof this 17th day of June, 2014.



Edward A. Bouquillon, Superintendent

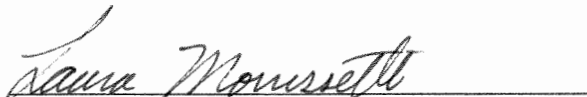


Alice DeLuca, Chair (Stow)
Minuteman Regional Technical Vocational School
Committee




(Acton)

(Lancaster)



(Arlington)



(Lexington)

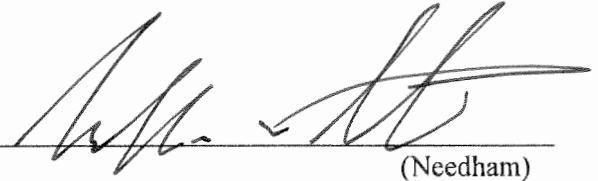


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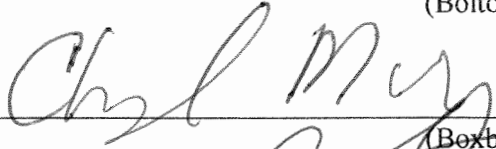
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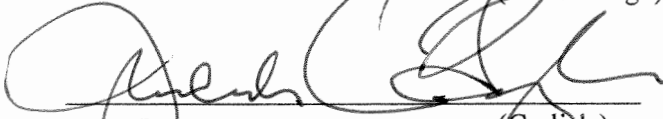


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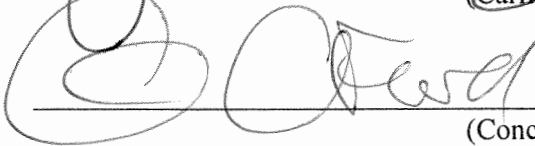
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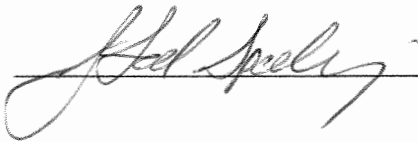
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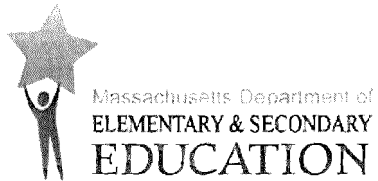
(Concord)

(Weston)



(Dover)

**EXHIBIT A to the July 1, 2014 Superintendent
Minuteman Regional Vocational School District
Contract of Employment**



Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix A. Superintendent Rubric

January 2012

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Guide to Superintendent Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” (603 CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership; Management and Operations; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum, Instruction, and Evaluation.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Superintendent Rubric At-A-Glance

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p>A. Curriculum Indicator</p> <ol style="list-style-type: none"> Standards-Based Unit Design Lesson Development Support <p>B. Instruction Indicator</p> <ol style="list-style-type: none"> Instructional Practices Quality of Effort & Work Diverse Learners' Needs <p>C. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessments Adjustment to Practice <p>D. Evaluation Indicator</p> <ol style="list-style-type: none"> Educator Goals Observations & Feedback Ratings Alignment Review <p>E. Data-Informed Decision Making Indicator</p> <ol style="list-style-type: none"> Knowledge & Use of Data School and District Goals Improvement of Performance, Effectiveness, and Learning 	<p>A. Environment Indicator</p> <ol style="list-style-type: none"> Plans, Procedures, and Routines Operational Systems Student Safety, Health, and Social and Emotional Needs <p>B. Human Resources Management & Development Indicator</p> <ol style="list-style-type: none"> Recruitment & Hiring Strategies Induction, Professional Development, and Career Growth Strategies <p>C. Scheduling & Management Information Systems Indicator</p> <ol style="list-style-type: none"> Time for Teaching and Learning Time for Collaboration <p>D. Law, Ethics & Policies Indicator</p> <ol style="list-style-type: none"> Laws and Policies Ethical Behavior <p>E. Fiscal Systems Indicator</p> <ol style="list-style-type: none"> Fiscal Systems 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Family Engagement Community and Business Engagement <p>B. Sharing Responsibility Indicator</p> <ol style="list-style-type: none"> Student Support Family Collaboration <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication <p>D. Family Concerns Indicator</p> <ol style="list-style-type: none"> Family Concerns 	<p>A. Commitment to High Standards Indicator</p> <ol style="list-style-type: none"> Commitment to High Standards Mission and Core Values Meetings <p>B. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Policies and Practices <p>C. Communications Indicator</p> <ol style="list-style-type: none"> Communication Skills <p>D. Continuous Learning Indicator</p> <ol style="list-style-type: none"> Continuous Learning of Staff Continuous Learning of Administrator <p>E. Shared Vision Indicator</p> <ol style="list-style-type: none"> Shared Vision Development <p>F. Managing Conflict Indicator</p> <ol style="list-style-type: none"> Response to Disagreement Conflict Resolution Consensus Building



Standards and Indicators of Effective Administrative Leadership

Superintendent Rubric

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.

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Standards- Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.



Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

Indicator 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.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.



Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

Indicator 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.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.



Standards and Indicators of Effective Administrative Leadership Superintendent Rubric

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.				
I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i>.	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice. Is able to model this element.



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I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.



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Indicator 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.				
I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.



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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*

Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess.	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.



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Indicator II-B. Human Resources Management and Development: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.				
II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.



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Indicator 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.				
II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.



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Indicator II-D. Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

Indicator 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.				
II-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.



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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.*

Indicator 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.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.



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Indicator III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.



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Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions.	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.				
III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.



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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.

Indicator 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.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.