

2018-2019 End-of-Cycle Summative Evaluation Report: Superintendent Beth Regulbuto

Submitted by the Executive Evaluation Subcommittee for approval by the
School Committee of SBRSD

Introduction

The purpose of the superintendent evaluation is to give the superintendent, Beth Regulbuto, feedback on how she fared on reaching the ambitious goals she set for herself last year in collaboration with the School Committee. Our remarks are limited to addressing her progress towards these specific goals as agreed. It is the hope of the school committee that this reflective practice sets an example for all who serve the district, including school committee, the school leadership team, teachers, and support staff. The opportunity to receive feedback is a gift to those who strive to improve their practice—just as grading a student’s paper helps that student understand strengths and opportunities for development and growth.

Inputs

- Survey responses submitted by School Committee focusing on Goals and Standards ([link to rubric](#))
- Conversations with administrative team
- The Executive Evaluation Sub-committee—through agreement with Ms. Regulbuto—generated a short survey for teachers. We received 35 responses to the following three questions:
 - *Please share one or more things that this colleague currently does that you'd like them to continue to do.*
 - *Please share one or more things that this colleague currently doesn't do frequently enough that you think they should do more often.*
 - *What can this colleague do to make you—and your role—more effective?*
- Informal feedback from all constituents (administrators, teachers, families, town officials, and townspeople)

Overall rating: Proficient

When the district hired Superintendent Regulbuto two years ago, we asked her to work with all stakeholders to sustain and improve our district. In order to bolster enrollment, we felt it was important to increase the rigor of education we provide our students, and to help create frameworks that would help more of them meet state graduation requirements. We understood that an important and challenging aspect of her work was going to be the cultivation of a **growth mindset** across the district, and to regularly reflect on ways in which we can improve our practices in the service of the children in our care. In evaluating her performance as **proficient**, we are acknowledging that as a body we support and approve of the Superintendent’s work toward the goals we have mutually set. As we draft goals and set priorities for next year, we

also are dedicated to addressing the requests that were made for improved communication at all levels.

The Superintendent's goals are based on the Strategic Plan for District Improvement and are briefly outlined below, along with some of the actions she took to meet them.

Professional Practice Goal: "I will increase my knowledge and continue to develop skills in my professional practice and successful management of the District"

- Participated in the New Superintendent Induction Program
- Active participation in School Committee, District, and Town Board/Community meetings
- Attended MASS and MASC workshops and conferences, Berkshire Superintendent Roundtable meetings, monthly MASBO meetings, and ASBO
- Has pursued a Doctor of Education (Ed.D) in Educational Leadership
- **RATING: EXCEEDED/EXEMPLARY**

Instructional Leadership/Student Learning Goal (aligned with Standard I of Standards of Effective Administrative Practice): "I will provide leadership that will impact instruction and student learning in our District"

- Provided her team with support as they move the entire curriculum towards alignment with MassCore/DESE standards, including more rigorous academic schedules for students
- Made a priority of helping more students meet State graduation requirements and compete in the rapidly-changing job and college markets
- Sponsored a Pathways initiative to support focused exploration of student career choices
- Cultivated a partnership with Bard College at Simon's Rock to boost students' access and exposure to college-level work
- Fostered the development of a new Middle school curriculum, featuring thematic interdisciplinary units and common planning time for teachers
- Introduced Social Emotional Learning curriculum and responsive interventions at the elementary and middle school levels
- Led professional development for school leaders to help them better understand best practices for providing effective feedback to teachers/staff
- Made regular school/department visits as time permitted
- Advocated for more data-driven decision-making and prioritizing efforts that can yield measurable impacts and outcomes for students
- Encouraged development of common assessments and technology integration.
- **RATING: MET/PROFICIENT**
- **NEXT STEPS: Our priorities for Beth's work in this area next year include**
 - Continue to develop middle school programming
 - Enhance pathways initiative, including incorporation of the new arts standards and a robust internship program
 - Expand/explore more early college and career opportunities for our students

Student Learning Goal 1 (Aligned with Standard II of Standards of Effective Administrative Practice): "I will ensure a safe, efficient and effective learning environment."

- Constructed a budget aligned with Strategy for District Improvement
- Began review of procedures, operational systems, policies
- Modeling a growth mindset: Beth continually looks for opportunities to build upon and improve the work of the district, always asking "How can we do better?"
- When approached by Police Chief with opportunities for improvement, she made the creation of an improved school safety plan a top priority.
- Oversaw development and implementation, as well as further refinement/improvement of a successful new bus pickup/dropoff policy, providing a direct and immediate improvement in student safety
- Implemented a set of new security measures recommended by the Police Department, and approved by the School Committee, including: Buzzing in all visitors, new cameras and monitoring, and faculty/staff RFID's
- **RATING: MET/PROFICIENT**
- **NEXT STEPS: Our priorities for Beth's work in this area next year include**
 - Develop an organizational chart to define roles and responsibilities of leadership team and other staff
 - Create a year long calendar of opportunities (workshops, events, discussions, etc) to boost communication and collaboration between our school community's stakeholder groups (teachers, parents, students, school leaders, town representatives, etc)

Student Learning Goal 2 (aligned with Standard III of Standards of Effective Administrative Practice): "I will lead SBRSD in implementing key enhancements to improve community engagement."

- Ongoing communication and efforts to collect feedback via multiple avenues to build relationships, communicate District goals and advocate for students:
 - Student advisory and faculty advisory councils
 - Community chats
 - Attendance at/hosting joint meetings with town officials
 - Public forums
- Weekly meetings with SBREA and other Union Reps, collaboratively developing new teacher contract
- Worked with member towns to develop a budget that kept increases as low as possible while avoiding cutting services to students, inspiring one Selectman to share his opinion that Beth is the best Superintendent he has had the pleasure to work with, in part because of her willingness to face challenging issues head on.
- Attended numerous events at school and in the community, including games, concerts, plays, and a school dance (some School committee members noted that attendance at these things, while nice, isn't generally required of superintendents).
- Met with road crews to develop a deeper understanding of the challenges they face.
- Worked to bring in more after school extracurricular programming

- Beth tried frequently to convene groups of students, parents, and teachers to discuss their concerns and develop new programs.
- **RATING: MET/PROFICIENT**
- **NEXT STEPS: Our priorities for Beth's work in this area next year include:**
 - Renewed commitment to advocacy and support of active Faculty and Student Advisory Councils, SEPAC, and School Councils for each school.
 - Continue work to bring in more after school extracurricular programming and community participation/events.

Student Learning Goal 3 – (aligned with Standard IV of Standards of Effective Administrative Practice): “I will promote the success of all students by nurturing and sustaining a reflective practice, high expectations, and continuous learning for all staff”

- Several committee members shared their view that Beth has modeled a growth mindset in the face of significant challenges. They noted that she continuously leads by example in this respect, building a culture of continuous improvement.
- She is willing to receive feedback from teachers and parents and continues to adjust her practice to meet the needs of the community.
- Beth is a tireless advocate of meaningful feedback and evaluations that can give teachers the opportunities they deserve to develop their practice and better serve students.
- **RATING: MADE PROGRESS**
- **NEXT STEPS: Our priorities for Beth's work in this area next year include:**
 - More opportunities for professional development as teachers evolve their practice to address more rigorous standards expected by the State of MA.
 - Work towards the establishment of Professional Learning Teams to support teachers via peer coaching, observations, common planning time and feedback.
 - Regular and outcome-driven (monthly) meetings with key constituencies: examples include Superintendent's Teacher Advisory Council, Superintendent's Student Advisory Council, and re-establishment of School Council.
 - Review and update the Strategy for District Improvement.

School committee members were impressed with how hard Beth has worked and the number of actions she has taken in an attempt to meet her goals; many also acknowledged that it was unrealistic to expect all of the approved goals to be fully addressed, and that there were actions that did not yield the hoped for outcomes. Much progress was made despite obstacles; moving forward we feel that there will be increased progress next year, and most committee members expressed hope that we'll see more collaboration among staff and easing of tensions through mutual understanding and efforts.

A final note: Setting expectations for the future

It was evident in the responses to surveys, in many conversations we have had, and through the feedback we have heard during this process, that there are misunderstandings about the job description of the Superintendent among some stakeholders and constituents. This job description is limited by state law. The SC sees the top priorities of our Superintendent to be:

- Hire, supervise, manage, support and develop the principals and administrative team to be effective team leaders and managers
- Work with towns to develop a fiscally responsible budget that serves the needs of students
- Secure the resources to improve curriculum, student outcomes and access to opportunity
- Communicate/align on priorities with Select Boards and Union representatives
- Oversee School Safety initiatives
- Consider how to achieve the best results for students through mindful management of the resources of the district (money, people and physical plant).

The committee sees one of Beth's greatest challenges as the alignment of school policy with school practice, across a range of areas. The School Committee is committed to helping to clarify policy, and providing the Superintendent with what resources we can to implement those policies so that we can minimize any misunderstandings among stakeholders in the future.

We thank Superintendent Regulbuto for her admirable work and her continued commitment to our beloved district.