

THE WAYLAND PUBLIC SCHOOLS
FY2019 End-of-Cycle Summative Evaluation Report: Superintendent

SUPERINTENDENT: **DR. ARTHUR UNOBSKEY**

EVALUATORS: **Jeanne Downs**
Ellen Grieco
Nate Buffum
Kim Reichelt
Kathy Steinberg

1) STEP 1: ASSESS PROGRESS TOWARD GOALS

GOAL	DESCRIPTION	PERFORMANCE
1. Student Learning Goal	<i>Under this year's theme of "Notice Every Child, Every Day", the Superintendent will supervise studies at each of the schools that will determine how the District should refine and grow the practices that identify the strengths and needs of each student, deeply engage each student, and give each student the most useful feedback for academic growth.</i>	5 members felt Dr. Unobskey's performance has made significant progress towards this goal.

COMMENTS

Dr. Unobskey is universally viewed as engaged and concerned with students' experiences and achievement and is present and engaged when he visits the schools, which he does often. He asks good questions about student learning and has set goals that reach to meet each student

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where he or she is. His dual focus of academic achievement and social emotional learning with a common theme of student engagement is on target and could produce meaningful progress in differentiated student learning and emotional well being. Generally, Dr. Unobskey's knowledge and experience in the area of special education is limited and he should work on his leadership and involvement with and understanding of these students and families in the coming year. By contrast, his leadership in the EL area is both well informed and effective.

Dr. Unobskey's work with reference to general education students at the High School level, specifically his involvement in setting the goal of finding and working with groups of students who are outliers in performance has been good this year and could build to something exceptional. Building level staff seem engaged with this goal in all departments. Dr. Unobskey has communicated a sense of pride and achievement to some of the High School staff around their work (FUSE program; lighthouse classrooms) and he has been accessible for educational ideas and requests for funding by department chairs. Dr. Unobskey's leadership in the assessment issue around math and science was not effective and he has work to do in connecting with and leading the math department appropriately. He has worked hard to connect with the students and has participated in student events, trips and classes.

The work Dr. Unobskey has led at the Middle School has been productive and reflective of the district goal of differentiated student learning and increased student achievement (standards based grading). Dr. Unobskey's walk throughs at the Middle School have been well received and effective in gathering data about student engagement and learning and providing feedback to the Middle School administration and staff.

Dr. Unobskey has work to do at the elementary level and he should focus on this as a priority during the coming year. His understanding of general education student development and its connection to academic learning at the primary and elementary levels is not strong. Some feedback was that his learning walks at the elementary schools were productive and handled well through a non-judgmental process. However, other feedback was that his learning walks in the elementary schools have not encouraged engagement and exchange of ideas among the staff. It was noted that in the presentations to the School Committee meeting, a strong effort has been made to develop a positive common language for use at the elementary schools. At all three elementary schools, however, there is concern about a lack of leadership in learning appropriate to the development of primary and elementary age children, perceived mistrust of the staff's abilities and experience, and the possibility of retaliation from the administration. These are serious issues that while not universal, appear to be significant. Dr.

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Unobskey's establishing of additional learning goals in writing, social studies and science in the new five year plan are laudable and impressive, however, given the feedback about the learning environment at the elementary schools, it is unclear what the impact would be of rolling out these initiatives without first resolving the issues noted above.

GOAL	DESCRIPTION	PERFORMANCE
2. Professional Practice Goal	<i>The Superintendent will work with the principals to refine the evaluation process so that it is a more effective and efficient tool for enhancing teacher development.</i>	3 members felt Dr. Unobskey's performance has made significant progress towards this goal and 2 members felt it met expectations.

COMMENTS:

Dr. Unobskey has led a diligent, thoughtful and thorough process refining the evaluation process. Much work has been done with the principals including refining the evaluation form, presentations to the Administrative Council that include role playing and modeling a common language, defining an "exemplary" performance across the district, and attempting to exchange a time consuming process with more personal interactions.

As Dr. Unobskey has observed, changing the current evaluation process takes time. The Committee encourages Dr. Unobskey to continue to work towards objective evaluation standards and making the evaluation process less time consuming for principals while at the same time remembering the importance of personal feedback to staff. The evaluation process is very important to the relationships that glue our schools together.

GOAL	DESCRIPTION	PERFORMANCE
3. District Improvement Goal	<i>The Superintendent will supervise the development of a plan for implementing a coherent district-wide approach to students' social-emotional learning.</i>	5 members felt Dr. Unobskey's performance met expectations.

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COMMENTS:

The program for Social and Emotional learning as presented by the Director of Student Services is strong, well thought out and there is every indication that it will prove very effective as it is rolled out over the next two years. The program was developed with input and feedback from all stakeholders, and has the commitment and engagement from administrators, teachers, staff, families and community members. The Superintendent has provided support and input into the development and refinement of this program appropriately. He worked well with the Director of Student Services, the Administrative Council, and the community which have helped to develop and introduce this new program. The mission statement for the program is particularly good. This is a really exciting program and opportunity for the schools to lead in a much needed area.

GOAL	DESCRIPTION	PERFORMANCE
4. District Improvement Goal	<i>During the 2018-2019 School Year, the Superintendent will lead a study with the Administrative Council of our allocation of resources within our buildings in order to develop a long-term plan to align better our budget planning with our long-term academic and social-emotional goals.</i>	5 members felt Dr. Unobskey's performance met expectations.

COMMENTS:

Dr. Unobskey's use of data to drive the budget is one of his strong suits. He has worked with the Administrative Council to use data and a common language to advocate for new or increased budget items. For example, his use of the Onsite Insight data helped drive FY20 capital requests and increases in the maintenance budget that have resulted in great improvements to our school facilities. It was also noted that elevating the Business Administrator's role to Director of Finance and Operations has been very successful in budget development.

Dr. Unobskey worked well with the Town Administrator, the Town Finance Director and the District's Director of Finance and Operations to develop a well thought out budget for FY20. His emphasis on funding long term goals and initiatives for the district is commendable. He continues to look to the district's future needs working with the Assistant Superintendent to develop a five year plan for focusing on academic

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achievement K-12 and with the Director of Student Services to develop a three year plan to transform social and emotional learning across the district. Integrating these two plans and the impact they will have on the budget is forefront in Dr. Unobskey's thinking.

Dr. Unobskey's Administrative Council retreat in May is another good example of working with the Administrative Council to look at data in their schools/departments to drive requests for new initiatives in the FY21 budget. This work will be carried over to the Administrative Council's summer retreat and FY21 budget development.

The Committee urges Dr. Unobskey to remember the relational aspect with administrators and staff when using data. Data is good, but it should be used in conjunction with and not in place of relationships. Recognizing the Administrative Council's strengths and using them to their full potential will make budget planning and as a result, our district, even stronger than it already is.

II) STEP 2: ASSESS PERFORMANCE ON STANDARDS

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.*

ELEMENT	DESCRIPTION	PERFORMANCE
Element I-B-1 & I-E-2	<i>Instructional Practices & School and District Goals</i>	4 members felt Dr. Unobskey's performance was proficient and 1 member felt it needs improvement.

- a) **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.*
- b) **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.*

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COMMENTS:

See comments under Goal 1. It is anticipated that transformative practices will be identified, shared and adjusted for different teaching/learning styles. Dr. Unobskey's work on defining a vision for the district is good, but implementation is ongoing. As is noted above, the work on the SEL program is excellent. In addition, Dr. Unobskey has identified an impressive goal - to observe every teacher at least once a year. One area for improvement in these observations would be for Dr. Unobskey to share his own insights with teachers and principals instead of just discussing the principals' insights. This would create a good learning experience for the principals. The restructuring of professional development for teachers is seen as positive.

Dr. Unobskey encourages teachers to use data without interrupted teaching to better understand students' needs and levels of engagement. This helps them to plan lessons accordingly. Dr. Unobskey also encourages administrators to use data not only for budget/new initiatives but also for student impact and what works. What has been accomplished with the use of standards based grading at the Middle School level, and the expansion of these practices into several subjects of study, is a good example of the instructional and learning benefits of Dr. Unobskey's prioritizing the use of data informed decision making in a way that directly benefits the students.

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.

ELEMENT	DESCRIPTION	PERFORMANCE
Element II-E-1	<i>Fiscal Systems</i>	3 members felt Dr. Unobskey's performance was exemplary and 2 members felt it was proficient.

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a) **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.*

COMMENTS:

As noted in Goal #4 above, fiscal systems is a strength of Dr. Unobskey's. His collaboration with the town in the first town-wide financial summit, the development of a budget priority rubric, and the work to align the budget with the educational mission of the district are all good examples of how Dr. Unobskey has worked to develop a process and budget that supports the district's vision, mission and goals while being cognizant of the town's financial constraints. Dr. Unobskey's interest and enthusiasm in learning about the fiscal systems of the district and town is very apparent and his reallocation of resources within the approved budget as needs arise is creative. The challenge moving forward will be budgeting for necessary resources within the town's fiscal constraints.

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.*

ELEMENT	DESCRIPTION	PERFORMANCE
Element III-C-1	<i>Two-Way Communication</i>	3 members felt Dr. Unobskey's performance was proficient and 2 members felt it needs improvement

a) **Indicator III-C: Communication:** *Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.*

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COMMENTS:

Dr. Unobskey is committed to communicating with families and the community. General feedback has been that people appreciate his availability, his interest in reaching out and gathering input from families and community members, his letters and articles about what is going on in the schools and his presence in the schools and at school related events. He has created and employed living and timely communication tools for the community and school families. The change in school start times, although controversial, is an area of success in communication. Although many people were not happy about the changes, Dr. Unobskey's calm and persistent communications to the families and staff have been appropriate and in the end will likely support a smooth transition as much as possible. The renovation of the high school athletic facilities is similarly an area of successful communication for Dr. Unobskey. When he faces a challenging or controversial issue or unanticipated negative group dynamic, Dr. Unobskey is less successful in managing his communication. The transfer of the Spanish Immersion program to the Loker School and the changes to the METCO program were not handled as successfully in terms of communication to families and the community. His management of the November 6, 2018 parent meeting in Boston was not effective. Moreover, as at that meeting and at other times, his body language can communicate impatience, inattention, disrespect or frustration inappropriately in a professional context. Dr. Unobskey should focus on creating safe spaces for disagreement, criticism and voicing concerns and engage with others with a non-defensive authentic voice on difficult topics.

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.*

ELEMENT	DESCRIPTION	PERFORMANCE
Element IV-A-3 & IV-E-1	<i>Meetings & Shared Vision Development</i>	4 members felt Dr. Unobskey's needs improvement and 1 member felt it was proficient

a) **Indicator IV-A: Commitment to High Standards:** *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

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- b) **Indicator IV-E: *Shared Vision:*** *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.*

COMMENTS:

Dr. Unobskey is extremely committed to educating the whole child, and the district theme of “recognizing every student every day” has transformed to “engaging every student every day” largely through his work with the Administrative Council. Staff feel a sense of pride in being part of implementing the district theme. We recognize Dr. Unobskey’s hard work this year to be more collaborative and to delegate responsibility, however, the Committee feels this is an area that continues to need improvement.

In the area of relationships and consensus building, Dr. Unobskey has made strides. Dr. Unobskey has a strong working relationship with the Central Office team where members feel valued and part of the shared vision. The rest of the Administrative Council is hungry for the relational and consensus building traits seen at the Central Office team level. Dr. Unobskey’s work demonstrates that he hears the teachers when they talk of initiative fatigue. The development of a multi-year focus helps decompress the teacher’s workload.

We understand that Dr. Unobskey’s style is to get things done quickly and efficiently. He has done a better job this year at getting consensus from the Administrative Council and being patient about making decisions that affect the district. Administrative Council meetings have improved greatly this year. However, there continues to be room to improve. Decisions that affect the district should be fully flushed out with the Administrative Council before they are rolled out. Administrators directly involved and affected by decisions should be fully involved in those decisions. Additionally, the history surrounding issues should be considered. Be confident in your team.

Staff morale has suffered this year. While the decision to change of school start times has been a major contributor to this downturn in morale, as Superintendent, Dr. Unobskey needs to work with administrators to help with staff morale. It is important that administration and staff feel valued and heard and even if there is disagreement on how a job is being done, the message to administration and staff needs to be clear yet supportive. We urge Dr. Unobskey to look inward at his relationship with administration and staff and be particularly cognizant of his body language and temperament. What comes from the top makes a difference.

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STEP 3: RATE OVERALL SUMMATIVE PERFORMANCE – PROFICIENT (4 members felt Dr. Unobskey’s overall performance was proficient and 1 member felt it needs improvement)

Dr. Unobskey has done a lot of good work this year in many areas as Superintendent. He is child-centered, focusing on student achievement and social and emotional learning. He continues to dig deeper into engaging every student every day. His commitment to the whole child is evident in all he does. Additionally, he has taken to heart many of the comments made last year on how his performance might improve and acted on them.

As we enter year three with Dr. Unobskey as Superintendent, we encourage him to continue to slow down, be reflective and be patient. The Committee considers the relational piece of his job as Superintendent critical to his success in this job. We look forward to Dr. Unobskey’s continued enthusiasm and hard work for our students, staff and community.

STEP 4: RATE IMPACT ON STUDENT LEARNING

See above.

STEP 5: ADD EVALUATOR COMMENTS

See above.