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| DATE POSTED: Town Clerk Use Only |
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MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A §§18-25 and the Governor's March 12, 2020 Executive order

Marblehead School Committee

Name of Board or Committee

Address: Zoom Conference join via the web link or Dial in

Link:

<https://zoom.us/j/92662657863?pwd=dFQ1L1hsZFZCcWhsZlVUVGxjelpOQT09>

Dial in Phone # (415) 762-9988 with ID and follow prompts

Meeting ID: 926 6265 7863

Password: 934149

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|-----------------|--------------|-------------|-------------|---------------|
| Thursday | April | 29th | 2021 | 7:00pm |
| Day of Week | Month | Date | Year | Time |

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

THIS AGENDA IS SUBJECT TO CHANGE

- I. Initial Business and Public Involvement
 - a. Call to Order
 - b. School Committee Commendations
 - c. Public Comment

- II. Superintendent's Report
 - a. Presentation of Entry Plan
 - b. Strategic Plan Development Process

- III. School Committee and/or Discussion Items
 - Discussion of Superintendent Evaluation Process

- IV. Closing Business
 - Adjournment

Chairperson Sarah Gold
Posted by Lisa Dimier
Date 4/27/2021

PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chair shall determine the length of the public participation segment.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair (or a majority vote of the committee) may permit extension of this time limit.
3. Individuals may address topics, within the scope of responsibility of the School Committee.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.
5. All remarks will be addressed through the Chair of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.
8. Public Comment is not a discussion, debate, or dialogue between citizens and the Committee. It is a citizen's opportunity to express his/her opinion on issues of School Committee business. The Committee and/or administrator's may not be prepared to directly respond to citizen questions posed in this forum but the Chair may request that citizens put the question in writing to the appropriate person or body so that the matter is given the proper consideration.

SOURCE: Marblehead



Marblehead Public Schools

INTRODUCTION

As the new Superintendent of the Marblehead Public Schools, the School Committee has charged me with maintaining a legacy of high achievement while ensuring that all learners' needs across the District are met. A commitment to diversity, equity and inclusion has been clearly identified as an area for further growth and development for MPS.

During the search and selection process, the Marblehead School Committee engaged stakeholders from across the District to develop and communicate its priorities for the qualities of the next Superintendent. The two primary preferences for their next educational leader were someone who would be a **collaborative and inclusive leader** and someone who would **demonstrate strategic systemic leadership**. Under the umbrella of being collaborative and inclusive were the following delineations: consummate professional, excellent communication skills, values and encourages an involved community, skilled in conflict management, decisive, visible and known in the community and comfortable in a political environment. In demonstrating strategic systemic leadership, the community through the Committee put value on someone who holds himself accountable, is skilled at long- and short-range planning, has a proven ability to hire well and to mentor, supervise and hold accountable leaders, works effectively with School Committee, Town and Community leaders and is experienced in creating effective student support services.

Marblehead Public Schools has a solid reputation across the Commonwealth for high academic achievement and an accomplished faculty and staff. Given a track record of success for students and staff, the district is well positioned to build capacity as a highly functioning system through stable leadership in the coming years.



Marblehead Public Schools

PURPOSE

“Alone we can do so little. Together we can do so much.”

--Helen Keller

The purpose of a traditional entry plan is to establish a set of intentional and inclusive activities that will guide the transition of the new superintendent into Marblehead Public Schools. An entry process is designed to allow the new Superintendent to gather information about the community and the district; to establish a strong community presence; to create ideas for sustaining and/or building on the current work and strengthening MPS’ record of success. Entry planning also provides opportunities for short-term/long-term visioning and areas for strategic planning; identification of critical issues and the creation of a community network of contacts and resources.

This entry plan outlines the specific strategies that Superintendent, Dr. John Buckey, utilized to develop a deeper understanding of what MPS has done and is doing well, where there are opportunities for growth and improvement and how the community at large can support and advise the Superintendent in each of the aforementioned areas as we collaboratively develop a new Strategic Plan for Marblehead Public Schools.

Purpose of the Superintendent’s Entry Plan

- To learn about the Marblehead Public Schools and the larger community
- To identify key strengths of the District to be continued and sustained
- To identify key issues and opportunities that the District faces
- To develop and strengthen working relationships with key members of the school district, town government, and the greater community
- To improve public confidence and trust through open, honest and transparent communication



Marblehead Public Schools

Over the past several years, the Marblehead Public Schools has undergone substantial turmoil with every position at the Central Office changing, including reorganizations and eliminations of key positions. A majority of these changes occurred after a very public departure of the former Superintendent. The results were evident in the hiring of an interim Superintendent (2019-2020), a new Director of Finance (2019), an interim Director of Student Services (2019) and the extension of an interim Director of Facilities (2019). At the end of the interim's year, the District has hired a new Superintendent, Assistant Superintendent of Teaching & Learning, a permanent Director of Student Services and Director of Facilities. Additionally, there has been some reorganization of the roles within the larger administrative team and a new assistant principal has been hired at the Veterans Middle School. An ongoing search for a new Metco Director and a budgeted position for the return of a Human Resources Director round out the numerous changes seen over the past several years.

The District is currently in the process of developing a master facilities plan that will have a long-term impact on the future of our school buildings and how we deliver education to our students within them. We are also at the precipice of opening a new \$55 million dollar elementary school - The Lucretia and Joseph Brown School in September of 2021.

3-PHASES OF THE ENTRY PLAN



It was and is incumbent upon me to take the necessary time to learn about the system as a whole in order to be a successful leader for the Marblehead Public Schools. The Covid-19 pandemic



Marblehead Public Schools

has significantly altered what would be a traditional entry plan. I designed my entry plan to provide a holistic picture of the Marblehead Public Schools, identifying strengths and challenges, as well as highlighting the best opportunities for growth in the coming years. These key discoveries will inform and serve as pillars throughout the upcoming Strategic Planning process.

Initial Steps: As part of this entry process, I interviewed or held forums with students, staff, administrators, parents and various community stakeholders. I also conducted school visits where I observed learning in classrooms. I reviewed documentation, policies, and reports to further explore the context of our work. Each interview focused on the following key questions:

- What do I need to know very early in my superintendency?
- What has happened in the past that I need to be mindful of?
- What are the key issues that need to be addressed immediately? In a year?
- What is the community's perception of the schools?
- What's going well? What is deemed highly successful and high functioning?
- What needs attention? What would benefit from review or revision?
- What priorities should we establish for our work?
- Who are three people you feel I should talk to?

STRUCTURES

Active listening and authentic engagement - even in the unprecedented time of Covid - are paramount in effectively ascertaining what is working in MPS and where there might be opportunities for growth and development. The core components of each phase are as follows:

Phase I and II - Listening and learning dominated nearly all of Phase I and the early stages of Phase II. I held numerous individual and group meetings with various stakeholders and constituents across the community and the District. During July and August I hosted parent, school-based and faculty forums, which I framed as listening sessions.

Phase II and III - Leading was and will be the dominant aspect of Phases II and III of the Entry Plan. They will culminate with the development and presentation of the Plan to the School Committee and community, which will serve as the basis for beginning a formal Strategic Planning Process. Both phases include further building and sustaining relationships across the District and community.

NOTE: The work of entry planning occurred simultaneously with operating the District during COVID-19.



Marblehead Public Schools

Pre-Entry

- Develop and share the entry plan with the School Committee and Leadership Team for feedback, inclusion and guidance.
- Gather salient information from key stakeholders about the district and their work.

Pre-Entry and Entry Activities

- Visits and tours of each school
- Meetings (group and individual) and a workshop with the School Committee on Strategic Planning lead by MASC and MASS
- Meetings (group and individual) with key leaders: principals, assistant principals, district directors, community leaders, union leadership, elected officials and various other stakeholders.
- Community meetings (listening sessions) with parents, students, educators, and other community stakeholders
- Document reviews and data analysis



Marblehead Public Schools

The Entry Plan sets overarching goals that are addressed in the pre-entry and entry activities reviewed later in this document. Among the goals identified are:

Students - All of our decisions must be guided by what's best for ALL students. We need to focus our efforts as well as our resources to ensure that the Marblehead Public School experience prepares students academically, socially and emotionally for success. Our Vision of a Marblehead graduate must include all learners and the tools necessary to achieve the core competencies for a successful life after graduation. To ensure this, teachers must have the curricula, tools, systems, supports and resources necessary to provide high quality instruction.

Communication - Regular, open, honest and transparent communication are critical to building trust and confidence in me and the system. It is vital that I understand the culture, history and expectations of the entire Marblehead community. Working with the Leadership team and the School Committee, I will be proactive in engaging all stakeholders, ensuring that all voices are heard.

Culture & Climate - We must endeavor to develop, sustain and promote a climate in the district and in each of our schools that is collaborative and constructive. Our most important focus is ensuring a culture that is student-centered and focused on positive outcomes and achievement for all students.

Organizational Structures, Systems, Capacity & Alignment - Explore ways to assess and increase organizational effectiveness and efficiency. It is critical that I understand how the system operates outside of the Covid-19 focus that has been this year. I need to understand what is working well and where there might be areas for growth or refinement. The Leadership Team's primary role is to support the key functions of the district. It is my responsibility that we function as a highly effective, cross-functional team. We must dedicate ourselves to a positive and professional culture where our primary purpose is meeting the needs of ALL learners. To build trust, we should use the following three-pronged approach in our decision-making:

- Is it good for ALL children?
- Is it best practice/evidenced based and supported through data?
- Is it fiscally sound and responsible?

Governance - Continue to develop and strengthen the governance team - School Committee & Superintendent - relationships. The Committee and I must establish a trusting, positive, collaborative and team-oriented relationship. To be worthy of that trust, I will share openly, transparently and honestly issues and matters of governance, management, operations as well as my core values and beliefs.



Marblehead Public Schools

To achieve these goals, I will continue to undertake the following:

Listen - I will spend time with all stakeholders - students, teachers, parents, principals, directors, other MPS employees and members of the larger Marblehead community to hear about their understandings of the district as well as their ideas, hopes, fears and concerns.

Learn - Analyze and study performance data and other student data from across MPS. Read and review current policies and plans - technology, strategic, curriculum. Examine historical and current initiatives. Review current collaborations with local educational organizations.

Share - Engage the community. Attend events where I can connect with students, staff and families. Participate in community events in order to get to know Marblehead leaders and organizations. Strive to set and model a positive tone while developing trust in a shared sense of urgency in our collective work together.

Build - Establish strong working relationships with the School Committee, MPS Leadership Team and staff, as well as with the town and its leaders. Engage community, state and local leaders to establish a collaborative working relationship. Maintain an open door policy at Widger Road and my office in particular.

Plan - Review the expiring Strategic Plan with specific aim to launch an open and transparent process for developing the next plan. Be deliberate in aligning resources to the newly developed plan.

The outcomes from this process should yield the following for Marblehead Public Schools:

1. A comprehensive summary of my entry findings, observations and information gained from listening and learning.
2. An outline of the process we will use to develop a current strategic plan in collaboration with the School Committee, Marblehead school community and the broader community of Marblehead using the Planning for Success model from DESE.
3. A district and community who trust the process, are encouraged to participate and are excited about the future and direction of Marblehead Public Schools.
4. A community who feels valued, recognized and heard by the Superintendent who desires to work collaboratively with the schools and the community.



Marblehead Public Schools




Goal 1: Students

...focus our efforts as well as our resources to ensure that the Marblehead Public School experience prepares students academically, socially and emotionally for success.

| | | |
|---|---------------|--|
| Progress Key: | | |
|  | Not Initiated |  |
| | In Progress |  |
| | | Complete |






Pre-Entry Activities

April to June 2020

| | |
|---|---|
| Analyze student achievement data - MCAS, AP, SAT, ACT |  |
| Assess the district's expectations for all students' academic success and the district's commitment to meeting the needs of diverse learners. |  |
| Review reports and audits done internally or conducted by any outside group or organization - DESE, NEASC, etc. |  |

Entry Activities

July to December & to date (Phases II & III)

| | |
|--|---|
| Meet with MPS Leadership Team (Assistant Superintendent, Directors, Principals and Assistant Principals) to discuss district data; instructional program alignment; professional development plans to assess and meet current instructional and assessment needs; our capacity to meet short and long-term goals; priority areas for the district. |  |
| Investigate how MPS uses data. Explore how data informs determining students who are performing at or above grade-level and how our Response to Intervention or MTSS process addresses the needs of students performing below grade level. |  |
| Meet with the MPS Technology Team and review Technology Plans. Assess our level of technology integration and how it impacts learning outcomes. |  |
| Work with the Assistant Superintendent to review and evaluate our current curricula, assessment programs and instructional staff. |  |
| Evaluate the current processes that are in place to provide the following services: Guidance, Counseling, Mental Health and Social Services. |  |



Marblehead Public Schools

Review the educator evaluation process and all other employee evaluation systems.





Marblehead Public Schools

Goal 2: Communications





Regular, open, honest and transparent communication are critical to building trust and confidence...ensuring that all voices are heard.

Progress Key:

 Not Initiated
  In Progress
  Complete







Pre-Entry Activities

April to June 2020

| | |
|---|---|
| Reach out and begin to establish working relationships with key leaders and stakeholders in Marblehead. |  |
| Send out an introductory email to all teachers, staff and families. |  |
| Conduct one-on-one (zoom) meetings with all district directors and administrators. |  |
| Assess the quality, effectiveness, facility and capacity of all existing forms of communication. |  |

Entry Activities

July to December & to date (Phases II & III)

| | |
|---|---|
| Establish routine communication protocols - Twitter, Updates, Fireside chats. |  |
| Host forums (listening sessions) with teachers, students, parents and leaders as a means for personal communication about critical issues facing our district. (Implement as part of the Strategic Planning process) |  |
| Attend/participate in existing meeting structures - PCO, Friends, PAC, Green MHD, Sustainable Marblehead. |  |
| Begin planning for the development of a 3-5 years Strategic Plan that includes all stakeholders, including community leaders and a representative group of MPS. (Ongoing through September, 2021) |  |
| Conduct a meeting with MPD and MFD Chiefs. |  |
| Establish and maintain a Reopening Group that serves as an advisory group for issues relating for learning models. |  |



Marblehead Public Schools

Develop and sustain a community relations liaison position.





Marblehead Public Schools



Goal 3: Culture & Climate

...develop, sustain and promote a climate in the district...that is collaborative and constructive...[with] a culture that is student-centered and focused on positive outcomes and achievement for all students.

| Progress Key: | | |
|---|---|---|
|  Not Initiated |  In Progress |  Complete |







Pre-Entry Activities

April to June 2020

| | |
|---|---|
| Develop quality relationships with key district leadership and meet with all directors and administration departments regularly. |  |
| Broadly communicate an “open door policy” and my personal commitment to presuming positive intentions. Affirm and celebrate the strengths and assets of the district while being transparent and honest about what needs attention. |  |

Entry Activities

July to December & to date (Phases II & III)

| | |
|--|---|
| Develop and conduct district-wide employee surveys to gain a comprehensive picture of the morale and culture. |  |
| Conduct regular school visits to build relationships with administration, teachers, staff and students. |  |
| Hold Superintendent Coffees to hear ideas, concerns and suggestions. |  |
| Distribute regular communications and outreach from the Superintendent's Office to celebrate achievements of students and staff across the district. |  |
| Develop a system to showcase school, staff and students successes at School Committee meetings. |  |
| Identify, budget for and hire critical team members supporting culture and climate initiatives across the district. |  |



Marblehead Public Schools

Goal 4: Structures, systems, capacity & alignment






Increase organizational effectiveness and efficiency and ensure high performance and support to our schools.

Progress Key:

 Not Initiated
  In Progress
  Complete






Pre-Entry Activities

April to June 2020

| | |
|---|---|
| Develop goal areas for entry planning and activities, which will serve as the Superintendent's goals. |  |
| Explore and review publicly accessible student achievement data, contracts, budget documents, School Committee meeting minutes, District Policy manuals, policies/procedures. |  |
| Meet (Zoom) with the Director of Student Services to review programming, services, OOD placements and grants. |  |
| Meet with the President of the Marblehead Educators Association to establish a working relationship and to understand the history of the Association. |  |
| Examine district-wide and school-based systems and how they impact stakeholders. |  |





Entry Activities

July to December & to date (Phases II & III)

| | |
|--|---|
| Connect with each School Committee member to deepen relationships and broaden perspectives |   |
| Establish a regular system of communication with the Committee via phone calls, emails and meetings. Encourage individual meetings each week. |  |
| Develop a regular meeting schedule with the Chair for reviewing and constructing agendas |  |
| Hold a workshop with the Committee for the purpose of discussing communication protocols, norms of behavior and interaction, expectations for the first year, agenda setting process and subcommittee assignments. |  |



Marblehead Public Schools

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| Conduct informal meetings (single, two-on one, three-on one) with Committee members - coffees, breakfast, lunch - to build positive, productive relationships. |  |
| Hold weekly MEA leadership meetings to establish positive relationships and to understand perspectives. |  |
| Draft and develop goals for the year and regularly update the Committee on progress and attainment. |  |
| Collaborate on the performance evaluation process and format that is aligned to the Massachusetts Educator Evaluation for Superintendents with indicators of success outlined for the first year. |  |



Marblehead Public Schools

Goal 5: Governance






...develop and strengthen the governance team - School Committee & Superintendent - relationships.

Progress Key:

 Not Initiated
  In Progress
  Complete





Pre-Entry Activities

April to June 2020

| | |
|--|---|
| Draft goal areas for Entry Plan & corresponding activities. |  |
| Review critical documents to help frame current and historic conditions - student achievement data, School Committee minute/meetings, grants, curriculum documents, Policies and procedures. |  |
| Review Entry Plan process and timeline with the School Committee. |  |
| Connect with School Committee Chair and individual Committee members to deepen relationships and understanding/perspectives. |  |
| Meet with Marblehead Educators Association (MEA) president to establish a good working relationship. |  |




Entry Activities

July to December & to date (Phases II & III)

| | |
|--|---|
| Establish regular meeting times with the Chair for reviewing and developing meeting agendas. |  |
| Develop and maintain regular communications with each Committee member in the form of emails, calls, Zooms and in-person office meetings. |  |
| Hold a workshop or retreat with the Committee for the purpose of discussing communication protocols, norms of behavior and interactions, general expectations for the first year, subcommittee roles and responsibilities. |  |
| Establish at least two dates for retreats with the Committee for the year. |  |



Marblehead Public Schools

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| Continue to build positive, productive relationships with the Committee through regular, open, transparent communication - calls, emails, meetings. |  |
| Meet with all MPS Leaders and Directors to continue to build positive relationships and broaden perspectives. |  |
| Collaborate on the performance evaluation process and format that is aligned to the Massachusetts Educator Evaluation for Superintendents with indicators of success outlined for the first year. |  |



Marblehead Public Schools

Interviews and Focus Groups

After being hired in January, I worked informally with the Interim Superintendent to begin ascertaining opportunities for me to engage to learn more about the district. I scheduled and conducted interviews via Zoom with the Leadership Team in April 2020. When I began officially in July, I conducted one-on-one meetings and group listening sessions with various stakeholders to listen and learn about Marblehead Public Schools as well as to address the implication of Covid-19 on the district. The following list of individuals and groups were engaged formally and informally in the entry process. This is not an exhaustive list.

- School Committee Members
- District Office Administrators & Support Staff
- School Principals & Assistant Principals
- Parents
- Students
- Friends of Marblehead Public Schools
- Student Services Administrators and staff
- Teachers K-12
- Racial Justice League
- Recreation & Park
- Board of Health
- SEPAC
- METCO Staff and Leadership
- PCO/PTO & Central Council
- Nursing/Health Services
- Custodial & Food Service staff
- Finance Committee Chair
- Marblehead Educators Association
- Town Administrator
- Building Committee
- Police & Fire
- Faith Leaders
- Civic Organizations
- Council on Aging
- YMCA
- JCC
- Sustainable Marblehead



Marblehead Public Schools

The First Days - Office & Schools

My first official day in the office was Wednesday, July 1, 2020; however, my work for the Marblehead Public Schools had begun informally months prior with Zoom meetings and document reviews. The Interim Superintendent arranged for me to be in District with him for three days prior to his departure. A total of five days were spent together from January to July in preparation for the transition.

While the pandemic has created several “first days of school” I have tried to be out and in the buildings as much as possible, especially during the milestone days where we had increased students and staff time on campus and in our classrooms. It is gratifying even in the turmoil of this year to have students begin to recognize me when I visit a classroom or attend an event. I have worked hard to be a visible presence, attending virtual events like Urinetown and participating in live classroom activities like cooking classes at MHS.

The Leadership Team has understandably spent most of the year deeply focused on learning models, mitigation efforts and developing safety protocols. Their work has supported our transition back to full in-person learning. From a full remote start to hybrid cohorts for half days to combined cohorts for half days, we finally arrived at full in-person learning five days a week for full school days on Monday, April 26, 2021.



Marblehead Public Schools

Observations

- ★ **Instruction** - Marblehead educators are the foundation of educational excellence in our district. They are perseverant and resilient in spite of some structural and systemic challenges in terms of curriculum and assessment resources and opportunities.
 - ★ **Marblehead Educators Association** - They are partners in this work and collaborative in their approach to sustaining excellence in education.
 - ★ **Parents & Families** - The support of our various parent groups - PTO, PCO, Boosters, Friends, SEPAC, Site Councils - augment the Marblehead Public Schools in significant and tangible ways PreK-12.
 - ★ **Community** - Marblehead supports the education in its community through partnerships, fundraising, volunteerism and engagement.
 - ★ **Facilities** - The recently completed audit identifies work to be done in terms of a master plan, but the district is fortunate to have buildings that support the education of students in developmentally appropriate and safe facilities.
-
- ❑ **Curriculum** - The district needs to have a more aligned scope and sequence where the curriculum is readily available in a common format across grade levels and buildings.
 - ❑ **Assessment** - We need to implement a comprehensive assessment system, including formative and summative common assessments, that uses data to inform decision-making regarding curriculum and instruction.
 - ❑ **Technology** - While the work is underway, there remains infrastructure, hardware and software, programs and curricula that need to be addressed in order to provide our students with 21st century learning skills.



Marblehead Public Schools

Conclusion & Next Steps

The entry process, even as interrupted as it has been by the pandemic, has afforded me numerous opportunities to learn more about Marblehead Public Schools, our stakeholder groups - students, parents, teachers, staff, leaders and the School Committee - and the community. It is with this information and our developing relationships, we will review the findings of this plan at a School Committee meeting. After a presentation to the Committee, we will be embarking on a detailed, intentional, thoughtful and collaborative strategic planning process. The strategic planning process will be informed, in part, by the data, information and outcomes of this entry plan.

The final phase of this process ensures that Marblehead Public Schools maintains its legacy of high-performance and excellence while strengthening our commitment to diversity, equity and inclusion for ALL students. Similarly, this work will continue our collective desire to be transparent and worthy of the public trust. Such trust builds positive school and district culture and positions us well to build the future together.

Despite entering the district during a pandemic and the unprecedented challenges this year has presented for everyone, it is daily my honor to lead this exceptional district. The level of professionalism and commitment of our dedicated staff, students and families reminds me of the bright future ahead we have to collaborate for the continuous improvement of our system. I am proud to be your Superintendent.



Marblehead Public Schools

Acknowledgements

I would like to acknowledge the following individuals, colleagues and organizations whose support has helped to guide the organization and development of this entry plan.

- ★ Dr. Chris McGrath
- ★ Mr. Bill McAlduff
- ★ Massachusetts Association of School Superintendents (MASS)
- ★ Massachusetts Association of School Committees (MASC)
- ★ New England School Development Council (NESDEC)
- ★ Mrs. Nan Murphy
- ★ Mrs. Lisa Dimier

Developing a District Strategy for Continuous Improvement

Marblehead School Committee

Strategy Definitions:

A **plan** of action or policy designed to **achieve** a major or overall aim

Dictionary.com

1. A careful **plan** or method for **achieving** a particular **goal** usually over a long period of time.
2. The skill of making or carrying out **plans** to **achieve** a **goal**.

Merriam Webster

1. A method or **plan** chosen to bring about a desired future, such as **achievement** of a **goal** or solution to a problem.
2. The art and science of **planning** and marshalling resources for their most efficient and effective use.

Business Dictionary

Why Set Goals?



Goal setting is the process by which a school board exercises leadership



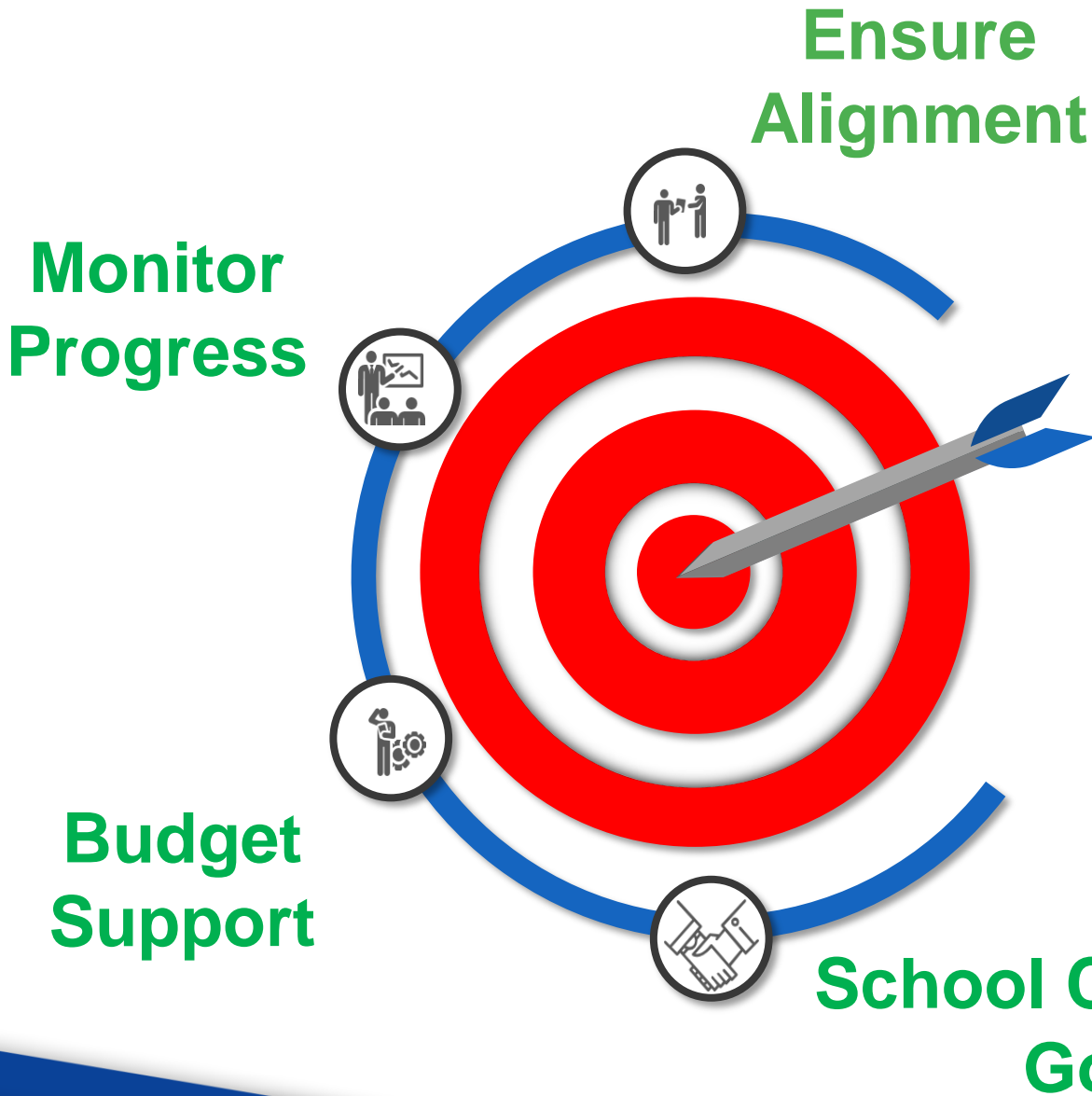
If the board doesn't set goals, special interest groups will



Setting goals enables the board and superintendent to keep the district on a continuous improvement track



Goals let employees and the community know where the district is headed

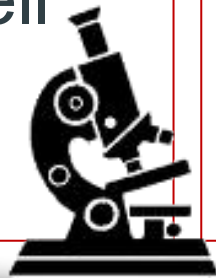


Goals Frame & Structure Work

New vs. Old

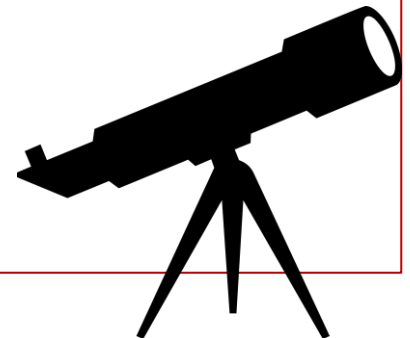
District Strategies

- Adaptive
- Agile/Responsive
- Integrate a few key ideas
- Focuses on doing a few key things well



Strategic Plan

- Static
- Cumbersome
- Discrete, unrelated initiatives
- Broad, incremental approach



Elements of the Plan

Mission & Vision

Why we exist
Our vision for the future. Our North Star

Core Beliefs

Guiding principles
Things we won't compromise on

Theory of Action

If we take this course of action,
Then we will get this result

Overarching Goals

3-5 INTEGRATED broad objectives
Targeted vision statements
3 to 5 year horizon

SMART Goals

Specific Measurable Attainable Results-oriented Timebound
Shorter horizon

Action Plans

Who does what and by when

By Any Other Name...



Scan

- Assess current conditions
- Future trends
- SWOT analysis

Plan

- What overarching goals will ensure the district reaches its vision?
- Match strengths to identified opportunities.
- Address the weaknesses and external threats.

Implement

- Who does the work? When does it happen? Where does it happen?
- How will we assess progress?

Evaluate

- Is our plan achieving the goals we have set?
- If not, what needs to change to make progress?
- Five steps of Evaluation:
 - 1. Define objectives to be measured
 - 2. Identify the outcome desired for each objective
 - 3. Evaluate progress by gathering & reporting appropriate information & data
 - 4. Compare evaluation with desired outcome
 - 5. Adjust strategies as necessary

NSIP - Year One Work

Entry Plan/ Findings

- Count, See, Hear, Collect Data
- Report of Entry Findings
- Vet with stakeholders, including School Committee

Strategy

- Root cause analysis, SWOT
- Vet with stakeholders, including School Committee

Monitor Progress

- Integrate DIP, SIP, Educator Evaluation
- Focus Leadership Team on Strategy Implementation
- Work with stakeholders, including School Committee

SUPERINTENDENT'S ENTRY PLAN

Collect "COUNT" "SEE" & "HEAR" Data



With Leadership Team, inventory & Categorize Current Initiatives

Use Findings to Identify Patterns & Themes

Vet Draft Report with Leadership Team



SUPERINTENDENT'S REPORT OF ENTRY FINDINGS

With Leadership Team:

Develop SWOT



Identify Root Causes



Develop Proposed Strategy: Theory of action, 3-5 Strategic Objectives with Strategic Initiatives for each



DISTRICT STRATEGY

Focus Leadership Team on District Strategy Implementation



Align District & School Improvement Planning, Budget, Educator Evaluation & other key processes with District Strategy



Monitor Progress, Learn, & Refine Strategic Initiatives and Plans



DISTRICT'S VISION ACHIEVED

Engage Stakeholders



Engage Stakeholders, especially School Committee



Engage Stakeholders

Typical Timeframe:

July-August

September - January

February - June

July - on-going

Entry Plan Findings

What are areas of strength?

What are the areas of concern?

Are there unmet needs?

What future trends have we identified?

What are the root causes of issues?

What should we keep doing?

What needs to change/improve?



Strategy Development

Mission and Vision

Theory of Action

Determine Overarching Goals

- 3-5 goals
- 3-5 year view
- Integrated



Implement

Create Action Plan

GOALS



OBJECTIVES



STRATEGIES

Evaluate



- ✓ **What does the data tell us?**
- ✓ **Did we do what we said we would do?**
- ✓ **Did we get the outcomes we were looking for?**

Know What You're Measuring

Outputs

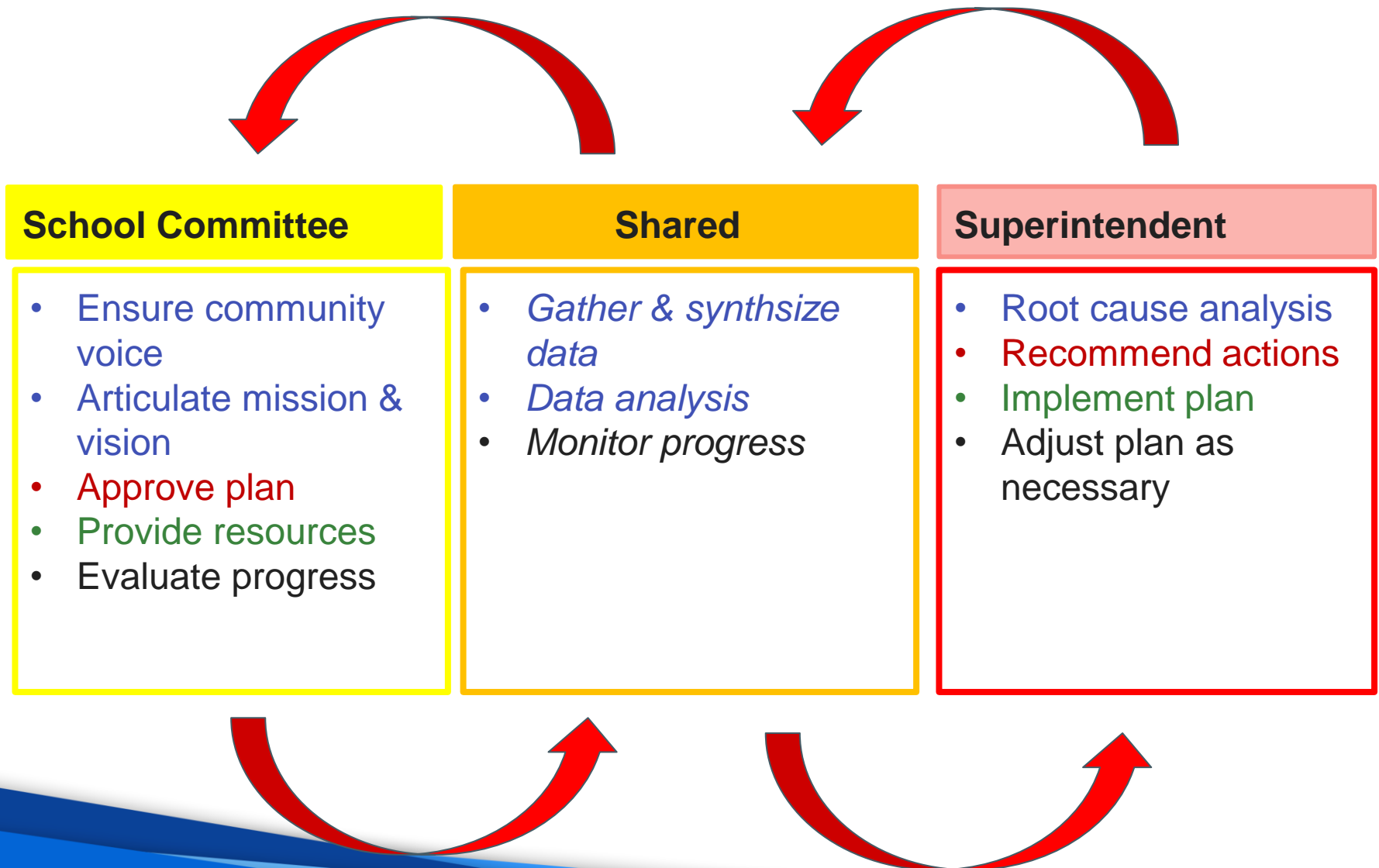
- Tasks
- Did we do what we said we would do?



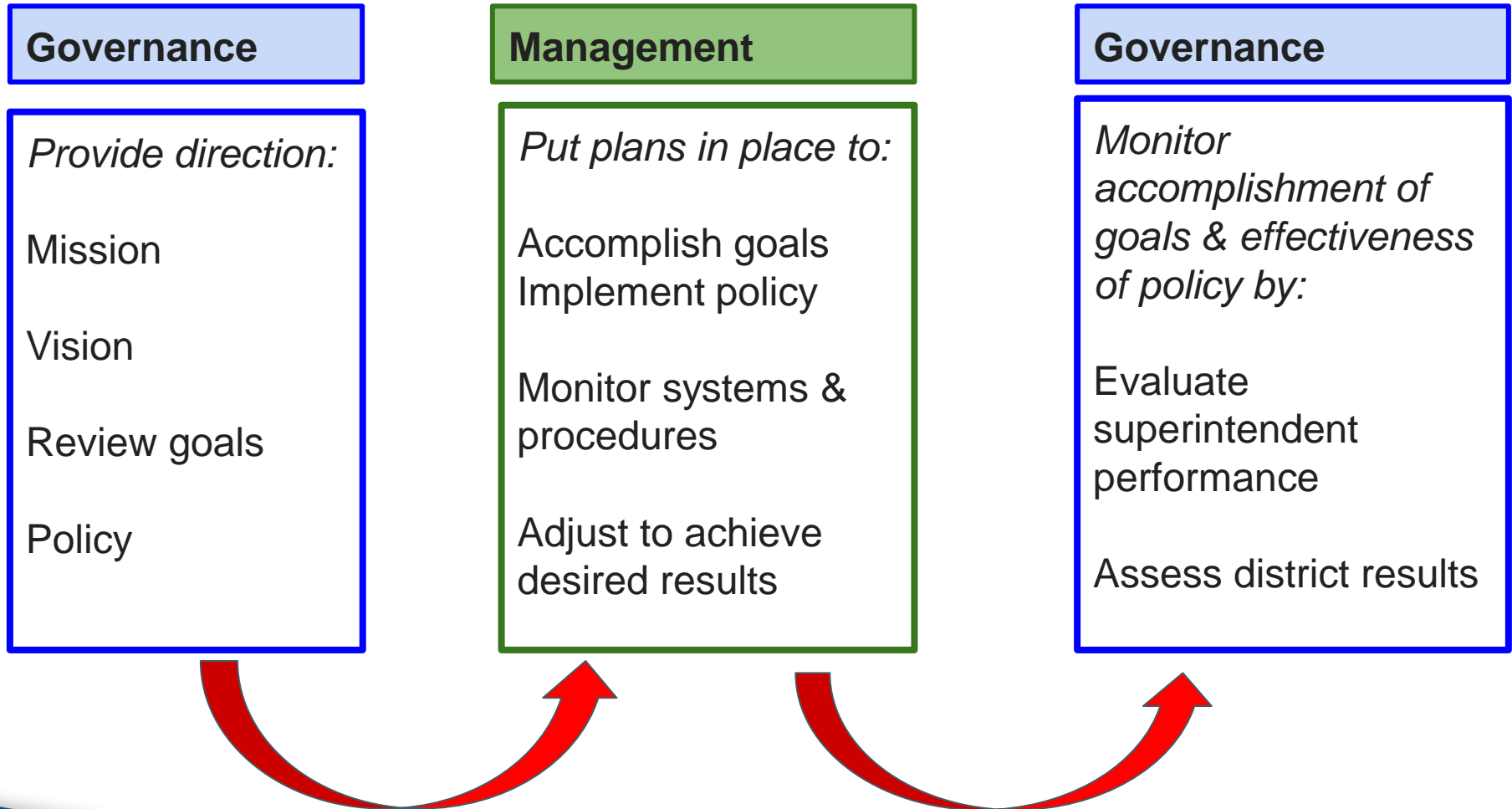
Outcomes

- Targets
- Did we get the outcomes we wanted?
- Impact Outputs have on behavior, skill, knowledge

Complementary Leadership Roles



Complementary Leadership Roles





MARBLEHEAD PUBLIC SCHOOLS

Office of the Superintendent

Dr. John J. Buckley

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As the new superintendent I will ensure that Marblehead Public Schools will be run smoothly, efficiently and professionally. I will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. I will provide timely, accurate data to support financial decision-making and help envision the district's future and long-range planning in partnership with other town officials. Through these actions I will create broad support for a high-quality education system, which is our community's most valuable asset.

As a new superintendent in Massachusetts I will be participating in the three-year New Superintendent Induction Program launched in 2010 by the Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with Massachusetts Association of School Committees. The induction program will support me in my new role to be an effective instructional leader, build strong relationships with the school committee and the union, and develop high-functioning leadership teams of district administrators and principals. In this program, I will be supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them.

Professional Practice Goals

GOAL: During the 2020-2021 school year, I will be beginning my participation in the three-year New Superintendent Induction Program launched in 2010 by the Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with Massachusetts Association of School Committees. The induction program will support me in my new role to be an effective instructional leader, build strong relationships with the school committee and the union, and develop high-functioning leadership teams of district administrators and principals. In this program, I will be supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. As a result of NISIP, I will develop skills in strategy development, data analysis, budget, technology and instructional leadership.

Key Actions

1. Attend all scheduled induction and mentoring sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.
4. Present a written Entry Plan to the school committee, including (a) types of evidence to be analyzed, (b) stakeholders interviewed, (c) methods for assessing instructional practice, (d) synthesizes evidence collected, (e) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (f) identifies next steps for study.
5. Propose key strategies to improve student learning and other district systems of support.



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GOAL: Beginning in the summer of 2020 and throughout the school year, we will work together as MPS administrators and school-based administrators to work as one unit taking into consideration and understanding the district needs from a K-12 perspective. Collaboratively, we will build a strong leadership team.

Key Actions

1. During the summer of 2020, facilitate a two-day retreat and focus on our work as a Team. As part of this retreat, I will assist us in identifying key factors that will move us in the direction of a highly functional team.
2. Throughout the year, meet on a regular basis in which we will continue the work of the fall with a focus of creating a district-wide vision and strategic plan.
3. Throughout the year, base our leadership work in research and share common reads on leadership themes to inform our practice and to create a professionalism of continuous learning.
4. All administrators (central office and building-based) engage in activities, including classroom visits, throughout the district in order to learn from one another and to enhance vertical appreciation of student learning.

Student Learning Goal

GOAL: Throughout the 2020-2021 I will support effective instructional practice by engaging in regularly scheduled school visits where I will observe classrooms with principals so that we can support and better align the evaluation process to help ensure teachers have the tools and resources to provide students with the highest quality of instruction.

Key Actions

1. Provide professional development to the Leadership Team including shared research based reads to more clearly define what effective teaching and learning is with the goal being to better meet the needs of all students.
2. Provide time in weekly Leadership Team meetings to share teacher observations in order to calibrate and develop a shared understanding of effective teaching.
3. During monthly school visits, observe classrooms with building principals and share conclusions about the level of practice observed for calibration of effective instructional practices.

District Improvement Goal:

GOAL: During the 2020-2021 school year, I will implement programs and work with the leadership team to institute instructional practices that recognize and support the needs of students and families in an increasingly diverse system.

Key Actions:

1. Provide leadership and teacher training on navigating conversations about culturally-sensitive topics including topics of race.
2. Offer a parent education series on talking with children about race.
3. Ensure we are translating district documents into the languages that reflect the primary languages spoken by our families.



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4. Expand our efforts to recruit, hire, and support a diverse staff.
5. Work to develop, expand and improve programming with METCO students, families and host-families, teachers, staff and administrators.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

| | | | | | |
|-------------------------------|---------------------------------------|--|---|------------------------------|-----------------------------------|
| Professional Practice Goal(s) | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |
| Student Learning Goal(s) | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |
| District Improvement Goal(s) | <input type="checkbox"/> Did Not Meet | <input type="checkbox"/> Some Progress | <input type="checkbox"/> Significant Progress | <input type="checkbox"/> Met | <input type="checkbox"/> Exceeded |

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Standard I: Instructional Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard II: Management and Operations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard III: Family and Community Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard IV: Professional Culture | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|-----------------------------|--------------------|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Student Learning Goal | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Practice Goal | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District Improvement Goal 1 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District Improvement Goal 2 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District Improvement Goal 3 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| District Improvement Goal 4 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
|---|---|--|--|
| I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning | II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems | III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns | IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict |

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes) | | | | |
| The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | | |
| OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): | | | | |

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): | | | | |

DRAFT Indicator Rubric for Superintendent Evaluation

*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

The 2019-2020 Rubric Pilot. DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at cabbott@doe.mass.edu.

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.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-------------------------|--|--|---|---|
| I-A: Curriculum | Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training). | Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards. | Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. | Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others. |
| I-B: Instruction | Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning. | Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district. | Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional 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. | Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback. |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|------------------------|---|---|--|--|
| I-C: Assessment | Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district. | Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district. | Monitors and supports principals and instructional staff through observations and feedback to ensure 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. | Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others. |
| I-D: Evaluation | Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> • Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice. | Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. | Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators in developing SMART goals aligned to school and district priorities, • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and • Frequent observations of and feedback to administrators on effective leadership practice. | Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals. |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|---|--|---|---|
| I-E: Data-Informed Decision Making | Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals. | Identifies multiple sources of evidence related to student learning to assess the district’s strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals. | Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals. | Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district’s strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community. |
| I-F: Student Learning | <p>Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p> | | | |

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.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--------------------------|--|---|---|--|
| II-A. Environment | <p>Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.</p> | <p>Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.</p> | <p>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. | <p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p> |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|---|--|---|--|
| II-B. Human Resources Management & Development | Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students. | Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce. | Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> Hiring and retaining a diverse workforce; Comprehensive induction supports for new educators; Job-embedded professional development aligned with district goals; and Distributed leadership opportunities to support educator career growth. | Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district’s mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> comprehensive induction supports for all new educators; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently. |
| II-C. Scheduling and Management Information Systems | Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice. | Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice. | Uses systems to ensure optimal use of time for teaching, learning, and collaboration , as evidenced by: <ul style="list-style-type: none"> school schedules that maximize student access to quality instructional time and minimize school day disruptions; and regular opportunities for administrators to collaborate. | Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools. |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| II-D. Laws, Ethics 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, and/or fails to adhere to ethical guidelines. | May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines. | Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and 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, collective bargaining agreements, and ethical guidelines. Models this practice for others. |
| II-E. Fiscal Systems | Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee. | Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee. | Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget. | Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget. |

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.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| III-A. 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. | Invites families to participate in the classroom and school community , but efforts are limited or insufficient, leading to limited family involvement throughout the district. | Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness. | Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others. |
| III-B. Sharing Responsibility | Does not ensure that administrators are identifying student learning and development needs and working with families to address them. | Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools. | Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school , as evidenced by: <ul style="list-style-type: none"> the collaborative identification of each student's academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students' learning needs. | Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others. |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| III-C. Communication | Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards. | May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media. | Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values. | Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values. |
| III-D. Family Concerns | Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students. | Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students. | Addresses family concerns in an equitable, effective, and efficient manner , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students. | Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others. |

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.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| IV-A. Commitment to High Standards | <p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 1. a failure to develop or articulate the district’s mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters. | <p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making. | <p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. | <p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. <p>Models this practice for others.</p> |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| IV-B. Cultural Proficiency | Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences. | Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences. | Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff. | Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others. |
| IV-C. Communications | Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information. | Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear. | Demonstrates strong interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making. | Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee. |

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| IV-D. Continuous Learning | Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership. | Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice. | <p>Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p> | <p>Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness. |
| IV-E. Shared Vision | Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors. | Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community. | Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹ | Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others. |

¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
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| IV-F. Managing Conflict | Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities. | Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success. | Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. | Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership. |