

Marblehead Public Schools
Administrator Evaluation Goals
November 2025-June 2027

Name: John J. Robidoux

Goal 1: Professional Practice Goal:

1. Name of Goal:

Further development of building administrators as the instructional leaders of their schools in alignment with district-wide expectations for increased rigor and cohesive practices PK-12

2. Summary/description of goal:

Principals are the instructional leaders of their schools and, as such, need to ensure practices within their individual buildings are meaningful and aligned with district expectations that all students' instructional needs are being met. In a district that has five buildings operating, it is important for those buildings to operate cohesively and not in "silos." This goal is meant to ensure that there is collaboration, communication and alignment of instructional practices both vertically across all grades and horizontally for grades PK-3. Embedded in enhancing the instructional leadership of our building administrators is the expectation that increased rigor is developed to meet the high expectations for Marblehead Public Schools.

3. Why did you choose this goal?

In the absence of cohesive expectations, discussion and collaboration, school building administrators have a tendency to operate their buildings somewhat myopically. This is not done intentionally, but it is something that transpires organically. This goal was chosen in an attempt to ensure that there is cohesiveness across the schools in regard to educational language used, instructional practices that are research-based and substantially similar between buildings, that all students have a pathway from PK-12 that is aligned, and so that transitions between grades and between buildings can become more seamless. This is especially important with the shift in responsibilities for curricular alignment, oversight, and training shifted from previously employed curriculum directors to the Lead Teacher and Instructional Coach model that is currently in place. Building principals are charged with ensuring that all aspects of instruction are managed accordingly and in alignment with district expectations, as well as, helping to determine resources, professional development, and support needed for educators to effectively provide academic and social/emotional instruction to our students.

4. How will you measure this goal?

This goal will be measured, in part, via surveys administered to staff regarding their input into the effectiveness of each building principal as an instructional leader. Implementation of instructional learning walks by principals in each other's buildings will be a way to create meaningful conversation, feedback and sharing of ideas at bi-weekly administrator meetings. This data will help inform the focus of instructional leadership, encourage collaboration and help establish cohesive practices. This is also a shared evaluation goal for each principal so the success of the goal will be measured by ensuring that I effectively evaluate each principal based upon them providing schedules, feedback forms and any data collected throughout the year.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the administration and review of staff surveys along with the completion of scheduled learning walks by each principal, by sharing of their experiences within our bi-weekly administration meetings, and by providing feedback regarding instructional practices throughout the district as indicated within each principal's educator evaluation.

6. What is the timeline for this goal? (start, benchmarks, end)

Each principal will schedule at least two learning walks at each other's building between October and June. At each bi-weekly administrator meeting, principals will share experiences of their instructional learning walks so that there can be a more in-depth analysis by the administration team of our shared practices. By the end of the school year, each principal will have done an instructional learning walk at each other's building twice and shared feedback, insights, and thoughts with the team. By the end of January, each principal will have met with me to provide mid-year progress on this goal and by June, feedback will be provided as a part of each principal's educator evaluation. Staff surveys will be administered in the spring and the feedback will be reviewed and shared with each principal, which will help inform areas of strength and identify any areas of growth while also assisting with providing a basis for establishing future goals. Over the course of the next 18 months, I will ensure that I have addressed this goal and the benchmarks and share quarterly reports of changes to practices that may result from ongoing observations, discussions and results of the surveys

Standards and Indicators:

IV. Professional Culture

IV-D: Continuous Learning

IV-E: Shared Vision