

**BELMONT 2011 INTERIM SUPERINTENDENT SCREENING COMMITTEE**

**SCHOOL ADMINISTRATION BUILDING**

**May 6, 2011**

Present: Ms. Laurie Graham, Chair  
Mr. Dan Scharfman, Secretary  
Mr. Bruce MacDonald  
Ms. Christine Francis  
Mr. Raffi Manjikian  
Ms. Amanda Green  
Ms. Kathy Miller  
Ms. Kathy Ryan  
Mr. James Staton  
Mr. Mark Paolillo  
Mr. Glenn Koocher, Executive Director, Mass. Association of School Committees  
Ms. Mary Pederson, Director of Human Resources, Belmont Public Schools

1. Call to order

Ms. Graham called the meeting to order at 6:03 p.m.

2. Introductions

Ms. Graham welcomed committee members and thanked them on behalf of the School Committee. Committee members introduced themselves.

3. Orientation

Ms. Graham explained the technical assistance role that the Massachusetts Association of School Committees (MASC) is playing in the search for an interim superintendent. She then introduced Glenn Koocher, Executive Director of MASC.

Mr. Koocher provided an orientation to the superintendent search process for committee members. Among his critical points were the following:

- The School Committee has the final say on selecting a superintendent.
- The identity of candidates reviewed by the Screening Committee is highly confidential.
- The Committee must avoid inappropriate areas for candidate questions
- Names of candidates must be redacted if those minutes are made public.

Ms. Graham reviewed procedures for Screening Committee members to review application materials.

Mr. Scharfman presented, on behalf of the School Committee, a rubric for evaluating candidates.

Committee members volunteered in small teams to develop interview questions aligned with the School Committee's rubric. Members agreed to submit questions to the Chair by May 15.

4. Schedule

Ms. Graham provided a schedule of meeting dates and times:

May 16 & 17, 7:00 a.m., Screening Committee meets to discuss candidates and select semi-finalists

May 23 & 25, 4:30-7:30 p.m., Screening Committee interviews candidates, recommends finalists to School Committee

May 27, 7:30 a.m., Screening Committee meets to debrief and compile report for School Committee

5. Adjourn

On a motion made by Mr. Manjikian and seconded by Mr. Staton, the Screening Committee voted unanimously to adjourn at 7:26 p.m.

Attached materials:

School Committee rubric for interim superintendent screening

School Committee memo introducing screening rubric

Respectfully Submitted

  
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Daniel Scharfman  
Secretary

From: Belmont School Committee

To: Interim Superintendent Selection Participants

Date: May 6, 2011

Subject: Selection criteria and rubric

We are extremely grateful for the time you are volunteering to help the School Committee make the best possible decision in selecting an Interim Superintendent. This appointment comes at a critical time for the Belmont Public Schools, and despite this likely being an appointment for just one year, it is critical to the long-term health of our system.

The School Committee requests that each member of the Screening Committee:

- Thoroughly review the qualifications of each applicant
- Individually identify candidates you believe should be further considered and interviewed.
- Actively participate in a group process leading to the selection of 5-6 applicants who will be interviewed as part of the screening process
- Prepare a personal, written statement about the candidates you believe merit selection to be forwarded to the School Committee
- Actively participate in a group process, including a vote, if necessary to select the finalists to be forwarded to the School Committee
- Treat the entire process with complete confidentiality.

To help guide you in deciding which candidates to interview and which to forward to the School Committee for as finalists, we have prepared the attached rubric. It is based on the leadership rubric currently in use across the school system. It is divided into three sections:

- Capacity for FY12 tasks that the School Committee believes to be critical in the next year
- Experience that we believe is necessary to qualify any candidate
- Profile characteristics that we believe describe the qualities that predict success.

We do not intend this document to be a scorecard, nor do we ask you to rank each candidate on each of the 20-odd items – an approach that would promote a “can’t see the forest for the trees” mindset. Rather, we envision that you will be able to use this rubric to cite specific examples of why candidates should or should not qualify for interviews, and what capacities, experiences, and qualities compel you to recommend them as finalists. We hope it will also make your job as a team easier, providing common language and values to share in assessing candidates.

Thank you again for your time, your wisdom, and your good judgment as you help select our next leader.

Best regards -- Laurie

**NOTE: to schedule time to read applications, please contact Artemis Tingos in the Human Resources office of the BPS.**

**617 993-5402 or ATingos@belmont.k12.ma.us**

BELMONT PUBLIC SCHOOLS – Interim Superintendent Selection Committee  
 Evaluation criteria and rubrics from the Belmont School Committee

<b>CAPACITY FOR FY12 TASKS - Critical accomplishments expected from interim superintendent</b>				
<b>School system planning</b>		<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Develop FY13 budget and establish multi-year financial planning. Work with school, town, and community agents to implement new collaborative approaches to the sustainability and improvement of our schools.</p>	<p>CHANGE AGENT - Is willing to challenge and actively challenges the status quo.</p>	<p>Is most comfortable with the status quo. Slow to analyze change initiatives or work with stakeholders to enhance the chance for successful implementation of initiatives.</p>	<p>Willingly challenges the status quo and models a “can do” attitude. Analyzes change initiatives and works with stakeholders to enhance the chance for success.</p>	<p>Actively challenges the status quo and fosters a culture that encourages, supports and successfully implements change initiatives. Provides a system that creates positive, sustained tension between what is and what could be.</p>
	<p>VISION/MISSION - Articulates a shared vision to all constituent groups and ensures that leaders and faculty are working in concert with the district’s plan.</p>	<p>Recognizes the importance of a shared vision, but work priorities are not well integrated with the goals established in the district’s plan.</p>	<p>Strongly supports and articulates the district’s plan and shared vision. Ensures that the right work is being performed by leaders and faculty.</p>	<p>Has established formal systems and a culture that systematically updates and effectively communicates a shared vision and plan for the district. Ensures that work performed is well integrated with the goals established.</p>
<b>District oversight</b>	<b>Applicable rubrics</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Will sustain quality of district &amp; implement district improvement plan derived from Community Dialog process.</p> <p>Has insured fulfillment of mandates in Massachusetts; prepared to support BHS accreditation process</p>	<p>MONITORING/EVALUATION - Monitors the effectiveness of staff and school leaders and their impact on student learning.</p>	<p>Monitors school/department practices in relation to the intended curriculum but has difficulty in providing feedback and/or enhancing the impact on student learning.</p>	<p>Provides feedback on school/department practices and student learning and ensures that the intended curriculum is taught through lesson study, observation, team planning and student assessment.</p>	<p>Effectively monitors, provides feedback and ensures the effectiveness of school/ department in promoting student learning. Uses multiple strategies in providing feedback, and has implemented a system to ensure the curriculum taught is aligned with overall goals.</p>
	<p>ORDER - Establishes a set of standard operating procedures and routines.</p>	<p>Adheres to standard operating procedures and routines, but provides little or no leadership in identify ways to improve the effectiveness of established procedures.</p>	<p>Has established an effective set of standard operating procedures and routines. Adheres to these procedures while still identifying ways to improve overall effectiveness.</p>	<p>Not only has established effective procedures and routines, and has developed an process to assess them on an ongoing basis in order to improve continually their effectiveness and utility.</p>

	RESOURCES - Encourages, supports and role models a positive attitude and contributes to the creation of a productive, dynamic and professional learning environment. Provides staff with resources and professional development necessary for the successful execution of their jobs.	Encourages and supports a productive, dynamic and professional learning environment. Recognizes needed resources needed for job execution but has difficulty in securing such resources.	Is a positive role model contributing to the creation of a productive, dynamic and professional learning environment. Is able to provide others with resources and professional development needed to fulfill their jobs consistent with the recognized focus and mission.	Has created work culture that encourages and sustains a productive, dynamic and professional learning environment. Others are provided the resources necessary to fulfill their jobs consistent with the districts' recognized focus and mission. Has instituted a system that identifies annual priorities for development and needed resources.
<b>Town-wide engagement</b>		Basic	Proficient	Distinguished
Participate in town-wide financial planning, implementation of joint Buildings and Grounds department.	SITUATIONAL AWARENESS - Is aware of the details and undercurrents in the running of the district/school/ department and uses this information to address current and potential problems.	Has yet to cultivate methods that identify undercurrents that can lead to significant problems. If identified, uses such information to address problems before they significantly affect operations.	Has an awareness of the details and undercurrents of running the district/school/department and uses this information to address current and potential problems.	Has developed formal and informal systems that provide an ongoing awareness of the details and undercurrents can lead to problems. Effectively uses such information to head off current and potential problems.

<b>EXPERIENCE – Accomplishments that predict success for the interim superintendent</b>				
<b>System size and profile</b>	<b>Applicable rubrics</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Has overseen systems similar in size, student outcomes, School Committee role	Has overseen systems similar in size, student outcomes, and school committee relationship	Has led districts similar in either size or student outcomes	Has led districts similar in size, student outcomes, and school committee relationship	Has led district improvement in districts similar to Belmont
<b>Personnel and mentorship</b>		<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Has mentored school leaders; strong capacity in HR practice, hiring, and labor relations	CLIMATE/CULTURE - Encourages positive morale and team spirit – fosters shared beliefs and a sense of community and cooperation among stakeholders.	Is supportive of others, but does not actively foster team spirit and shared beliefs and cooperation among stakeholders.	Encourages positive morale and a cooperative environment among staff within the context of a shared sense of purpose.	Has fostered a culture of team spirit, shared beliefs and cooperation among peers and staff. Provides a system that assesses actual operations against the espoused ideals and beliefs.
	CONTINGENT REWARDS - Recognizes and rewards individual and team accomplishments.	Is most comfortable with seniority-based policies and practices, but attempts to recognize individuals and team accomplishments congruent with the stated purpose and goals.	Supports performance-based policies and practices and recognizes, both formally and informally, those whose work is congruent with the stated purpose and goals.	Actively promotes and implements performance-based policies and practices. Has instituted formal and informal systems that recognize those whose work is congruent with the stated purpose and goals.
	PRIORITY - Protects school leaders and teachers from issues and influences that would detract from their work time or focus.	Recognizes the need to protect school leaders, teachers and/or staff from inappropriate interruptions, but has not established routines for communication or other procedures that minimize these distractions.	Has established agreed-upon policies and procedures for scheduling practices that do not interrupt work, instructional time or focus. Has also established routines for communication that minimize or eliminate these interruptions.	Has established both systems and a school culture where school leaders, teachers and/or staff are protected from inappropriate influences on their work. Provides active support to help all focus on their work responsibilities.

**PROFILE – Characteristics required in the interim superintendent**

Leadership Style		Basic	Proficient	Distinguished
<p>Collaborative, able to integrate with existing School Department leaders and the School Committee; delegates well but supports subordinates</p>	<p><b>AFFIRMATION</b> - Recognizes and celebrates accomplishments and acknowledges failures.</p>	<p>Has cordial relations with others, but is slow to celebrate the accomplishments of others or acknowledge failures.</p>	<p>Has collaborative relations with others. Initiates recognition of others and acknowledges and learns from failures.</p>	<p>Has fostered a culture of affirmation of individuals and the organization as a whole. Uses processes to acknowledge, assess and learn from failures.</p>
	<p><b>FLEXIBILITY</b> - Adapts his/her leadership behavior to the needs of the current situation and is comfortable with dissent.</p>	<p>Seeks to adapt behavior to the needs of the situation and considers dissent. Struggles to develop mechanisms to support others through the change process or to examine leadership practices and make changes.</p>	<p>Is able to adapt behavior to the needs of the situation. Responds in a direct, open and transparent manner to issues and concerns raised. Supports others through the change process and examines and adjusts leadership practices.</p>	<p>Adept at adjusting style to the needs of the situation. Deals well with dissent and responds to concerns in a direct, open and transparent manner. Supports others through any change process, and systematically examines leadership practices and makes necessary changes.</p>

	INTELLECTUAL STIMULATION - Ensures that staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's/ department's culture.	Is aware of the most current theories and practices but does not foster discussion to stimulate inquiry and reflection of the research around the focused goals and student learning.	Demonstrates through language a knowledge of and respect for the most current theories and practices on student learning. Invites inquiry and reflection on the research around focused goals and student learning.	Demonstrates through language and actions a knowledge of and respect for current theories and practices on student learning. Has instituted formal and informal processes that stimulate inquiry and reflection of the research around goals and student learning.
<b>Educational Philosophy</b>				
Knowledge of sound public school educational practice at all academic levels	INVOLVEMENT IN CURRICULUM, INSTRUCTION AND ASSESSMENT - Knowledgeable and influential in the overall design and implementation of curriculum, instruction, and assessment practices.	Has basic understanding of curriculum and tries to ensure that professional development is focused on agreed-upon practices within the intended curriculum. Has difficulty in effectively communicating learning goals and assessing and improving student progress.	Is knowledgeable and influential in the overall design and implementation of curriculum, instruction and assessment practices. Ensures that professional development is appropriately focused. Advocates for learning goals and assessing and improving student progress.	Is very knowledgeable and provides strong leadership in the overall design and implementation of curriculum instruction and assessment practices. Effectively communicates learning goals and integrates these with professional development, assessment methods and improvement plans.
<b>All student/whole student approach</b>		Basic	Proficient	Distinguished
Understands and shows genuine passion for meeting needs of Belmont's diverse student body	IDEALS/BELIEFS - Communicates and operates from strong ideals and beliefs about students and schooling.	Communicates strong ideals and beliefs but struggles to translate them into shared visions and action.	Communicates strong ideals and beliefs and works well with others in developing the intangible assets of shared visions, shared assumptions and shared ideals through action.	Communicates articulately strong ideals and beliefs. Has instituted a culture that invites sharing leading to commonalities and the intangible assets of shared visions, shared assumptions and shared ideals through action.
<b>Accessible, visible, approachable</b>		Basic	Proficient	Distinguished

Fosters trusting, collegial relationships both inside the school system and with the entire community	VISIBILITY - Has quality contact and interactions with school leaders, community members, teachers and students	Has ongoing contacts with school leaders, community members, teachers and students, but has yet to foster an atmosphere that all are a team working together.	Has quality contacts and interactions with all stakeholders. Communicates and helps fosters an atmosphere where administration and staff are a team working together.	Is able to have ongoing, quality contacts with all stakeholders. Has cultivated a work atmosphere where all support and contribute to working as a team on all aspects of the district/school.
<b>Communications</b>		Basic	Proficient	Distinguished
Clear, direct, accessible two-way communicator; responds thoughtfully to criticism	COMMUNICATION - Establishes strong lines of communication with and among school leaders and teachers and stakeholders.	Maintains open lines of communication with others, but has not cultivated an environment that fosters open communication with and among others, discussion of concerns or explanation of significant decisions being made or considered.	Has established lines of communication with and among school leaders, teachers and stakeholders. Is accessible and has encouraged open communication, discussion of concerns or explanation of significant decisions made or being considered.	Has fostered a culture with strong lines of communication with and among school leaders, teachers and stakeholders. Has developed a system of communication vehicles that provide for ongoing discussions among stakeholders about concerns and explanation of significant decisions made or being considered.
	INPUT - Involves others in the design and implementation of important decisions, procedures and policies.	Tries to involve others in the design and implementation of important decisions, procedures and policies. Open to input but has no systematic process seeking suggestions or concerns.	Open to input and involves others in the design and implementation of important decisions, procedures and policies. Seeks out suggestions to improve operations and to identify concerns.	Invites input and has a standing open-door policy that gives everyone ready access. Has created a culture where suggestions to improve operations and the identification of concerns is readily communicated and received.
<b>Problem Solver</b>		Basic	Proficient	Distinguished
Leads efficient, effective decision making	OPTIMIZER - Inspires and leads new and challenging innovations.	Recognizes needed innovations but has difficulty inspiring and leading others to effect substantive change.	Inspires and leads new and challenging innovations and champions the belief that the staff operating as a cohesive group can effect substantive change.	Is an inspirational leader who fosters a belief in the power of collective efficacy. Is a strong advocate for staff leading to successful implementation of new and challenging innovations.
<b>Financial Management</b>		Basic	Proficient	Distinguished
Experienced in short and long term financial planning and management in times of systemic financial stress	FISCAL ACCOUNTABILITY - Prepares and oversees the budget in a manner that is responsive to students, fiscally responsible and consistent with the mission and vision for the district.	Has limited experience preparing or overseeing the school budget in a manner is responsive to students, fiscally responsible and consistent with the mission and vision.	Has prepared and overseen the budget in a manner that is responsive to students, fiscally responsible and consistent with the mission and vision for the district.	Has effectively prepared and overseen the budget and developed a system that provides transparency for all stakeholders and ongoing reporting and assessment of financial results against targets and goals.

Collaboration		Basic	Proficient	Distinguished
Effective partner in shared work with Belmont as a community	OUTREACH - Is an advocate and spokesperson for the school/department to all stakeholders.	Is an advocate and spokesperson for the school/department, but is uneven in the effectiveness of communication to the staff, community, parents and/or media.	Communicates and engages stakeholders in a positive way and through activities that are viewed as meaningful and relevant. Promotes the school's accomplishments through the media and other channels.	Is a strong advocate and spokesperson for the school/department. Promotes accomplishments and communicates effectively. Has established methods to solicit and assess parent, student and community attitudes and provide appropriate feedback and response.
	RELATIONSHIPS - Demonstrates an awareness of the personal aspects of parents, teachers, staff, school committee and community members.	Sensitive to personal aspects of others, but has difficulty in developing a greater awareness of personal issues and critical events that may impact job performance or health.	Has an awareness of the personal issues and critical events of others that may impact job performance or health. Is able to use such awareness to support others for the long-term effective of their job performance and/or health.	Continually demonstrates the capacity to recognize personal issues and critical events that may impact the health or job performance of others. Always has the appropriate comment or reaction that fosters the long-term commitment and effectiveness of others.
	FOCUS - Provides leadership and establishes clear goals. Keeps those goals in the forefront of the school's/department's attention.	Provides leadership in the establishment of goals, but either struggles to keep goals in the forefront of attention or to relate goals to student achievement.	Provides leadership in the establishment of clear goals and ensure that those goals are in the forefront of attention and relate to student achievement.	Provides strong leadership in the development of a sustaining process to establish goals related to student achievement. Ensures that the goals are always at the forefront of attention.