

## MEMORANDUM

**EXHIBIT B**  
**2-5-13**

To: Belmont School Community

From: Thomas S. Kingston, Interim Superintendent

Subject: Superintendent's Formative Evaluation

Date: January 28, 2013

As you know, under the new educator appraisal system, the School Committee has the responsibility to provide an annual summative appraisal of the work of the district superintendent. That task was one the Belmont School Committee completed last October. It is also the responsibility of the board to complete a "Mid-Cycle Goals Review Meeting" (Step 4 of the Review Cycle for a Superintendent, Page 14, *Implementation Guide for Superintendent Evaluation*.)

Here is the process as defined in the *Guide*:

**1. The superintendent prepares a progress report.**

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

**2. The school committee and superintendent review the progress report at a public meeting.**

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

This mid-cycle review is not, therefore, meant to be the kind of comprehensive review and written compendium that informs the annual or summative personnel review. Rather, it is the taking of the temperature of progress, an opportunity to reiterate district priorities. I shall present formally my report of progress at the meeting on January 29. Then, Laurie has agreed to reserve time at the meeting on February 5 for a discussion about the board's reactions and

recommendations concerning the report and our work. Again, this mid-cycle review does not require any written commentary from school committee members.

As you know, like any other professional in the district, the superintendent must have a student learning goal and a professional practice goal. However, unlike any other staff member, the superintendent must also own the district goals as part of his Annual Performance Plan, a plan that in part mirrors the district improvement plan and which must echo the district strategy. I have, therefore, provided interlinear comments about progress for the student learning and professional practice goals. For the strategic goals, I have replicated the one-page strategic summary and offered a sentence or two about progress against the respective initiatives. Those pages are attached.

To summarize: I'll present the report formally Tuesday, January 29. The Committee will receive and review the report for discussion February 5. If you have questions or concerns you wish to raise one-on-one, by all means give Cathy a call; and she'll find a time for us to meet. In the meantime, I'm attaching the report here so that you aren't blind-sided by the mid-cycle review on the 29<sup>th</sup>!

Belmont Public Schools  
Superintendent's Goals  
School Year 2012-2013  
Proposed: October 9, 2012  
Revised in light of recommendations: October 25, 2012

### Goal #1: Student Learning Goal

In concert with administrators, the joint administrative/Belmont Education Association advisory team, and educators throughout the district, I shall oversee the faithful implementation of a new, comprehensive educator evaluation system that implements the state's model with the first phase of implementation completed by June 2013. (Reference: Superintendent's Rubric: I (D) 1, 2, 3, & 4)

#### Key Actions

- 1) Monthly meetings with joint oversight advisory board to adjust and educate as necessary;

*These meetings have taken place on September 5 (Goals-Writing Workshop), September 12, October 23, December 4, December 20 (Training Session), and January 29. The group reviews concerns and complaints and recommends adaptations and changes.*

- 2) A minimum of three observational visits in each of the six schools; (minimum of 18 visits) conjointly with the principal of each school

*As of January 31, I have conducted classroom visits with all six principals. I have had 15 school visits in total with principals and administrators, each visit engaging 3 or 4 classrooms.*

- 3) A mid-cycle progress report to the School Committee by mid-February;

*To be completed.*

- 4) A final public report includes comments for the general public about challenges, successes, and limitations of the new system, along with its apparent impact upon student learning and recommended adjustments for 2013-2014;

*To be completed.*

- 5) Evaluations for administrators who report to the Superintendent completed by June 20;

*To be completed.*

- 6) A summative review in June of the system's alignment with principals and appropriate directors to support educator evaluation and improvement.

*To be completed.*

### Benchmarks

- A) Advisory Board meetings scheduled monthly;

*Met thus far.*

- B) The superintendent's school visits log indicates at least six visits to classrooms with respective principals by December 31, six visits by March 31, and six visits by May 31;

*Exceeded thus far.*

- C) Mid-cycle review of progress against goals at a February school committee meeting;

*Concurrent.*

- D) An end-of-school-year public report about the new educator appraisal system;

*Not yet due.*

- E) Administrator appraisals been completed and acknowledged by the end of June 2013;

*Not yet due.*

- F) Recommendations for refinement of the evaluation system and report of status to a June meeting of the School Committee.

*Not yet due.*

Belmont Public Schools  
Superintendent's Goals  
School Year 2012-2013  
Proposed: October 9, 2012  
Revised in Light of Recommendations: October 25, 2012  
Goals #2: Professional Practice Goal

As a coach within the New Superintendent's Induction Program, the Superintendent will continue to acquire knowledge about leadership development, team building, and strategic planning. He aims to inform—from monthly content sessions and the practical work of coaching individuals new to district leadership—the Belmont Public Schools' effective leadership practices and programming, in particular for the development of district leadership, hiring and mentoring of new administrators, and long-range strategic planning. (Reference: Superintendent's Rubric I (E) 3; II (B) 1, 2)

#### Key Actions

1. Select a new elementary principal and provide appropriate training and support for the new leader;

*Amy N. Spangler hired in time for short overlap with retiree. Janet Carey selected as year-long mentor. Consultation and continuing support through Assistant Superintendent and Superintendent.*

2. Assist the School Committee to plan for long-term district stability by designing recruitment, interviewing, and training plans for a new permanent superintendent;

*Planning to occur April/May.*

3. Refine a district long-term strategy that addresses programming, fiscal, leadership development, and human resource needs;

*In process. New strategic plan in place. Regular budgetary meetings (weekly in January) with Town Administration.*

4. Lead the district council in developing and monitoring appropriate initiatives to effect the strategy (district improvement plan);

*Initiatives established; leadership for each now designated.*

5. Support teachers and leaders piloting innovation, in particular, innovative instructional models;

*Received a \$50,000 innovation grant; monitoring progress of three current pilots; continuing discussions with Foundation for Belmont Education about future funding of innovation projects.*

6. Attend NSIP coach training seminars and new superintendents' content days as well as work with any new superintendents assigned to him.

*Working with Malden Superintendent. Attending planning sessions, coach training, and cohort workshops as scheduled.*

### Benchmarks

- A. Successfully hire a new elementary principal by December 1;

*Completed.*

- B. Report and analyze the status of the prior 18-month strategic plan by November 2012;

*Completed October 2012.*

- C. Present for School Committee review a new strategic plan (district improvement plan) by December 1;

*Presented and received, November 2012*

- D. Prepare a fiscal year 2014 budget that comports with the approved strategic plan;

*In process, to the extent funding allows.*

- E. Review with the School Committee in January and June and recommend further development of innovative instructional practices;

*Incomplete; forthcoming progress reports after winter vacation.*

- F. Attend NSIP coach training seminars and content institutes.

*As scheduled.*

## STRATEGIC PLAN

	Strategic Goals	Key Initiatives for 2012-2013
A.	<p><i>To prepare all students for college, career, and life-long learning through</i></p> <ul style="list-style-type: none"> <li>• a balanced and healthy school experience,</li> <li>• continuity of curricula aligned with Commonwealth and community standards,</li> <li>• support for educators to experiment and innovate, and</li> <li>• clear articulation of instructional models.</li> </ul>	<p>A1. Align Belmont curriculum to state core curriculum</p> <p>A2. Implement district-wide common instructional models</p> <p>A3. Provide coaching and professional development for teachers to implement instructional models</p> <p>A4. Initiate and assess pilot models for instructional innovation</p> <p>A5. Implement new state model for English language learners</p> <p>A6. Develop and implement common templates for upper-grade curriculum</p> <p>A7. Reinstitute curriculum review cycles district-wide</p> <p>A8. Assess findings of the Youth Risk Behavior Survey and explore appropriate actions with the greater community</p>
B.	<p><i>To support continuous improvement and overall programmatic and fiscal stability by</i></p> <ul style="list-style-type: none"> <li>• engaging administrators, teachers, students, and community stakeholders in generally accepted practices of long-term strategic planning.</li> </ul>	<p>B1. Develop a three- to five-year strategic plan that includes fiscal projections of needs and priorities</p> <p>B2. Articulate and implement annual benchmarks and measures for gauging district performance</p> <p>B3. Review and articulate core values, vision, and mission</p> <p>B4. Identify and address specific student performance achievement gaps</p> <p>B5. Project student population changes and determine appropriate class sizes</p> <p>B6. Review and respond to NEASC findings at BHS</p>
C.	<p><i>To ensure that students receive instruction from consistently highly qualified educators who pursue continuous improvement of their art by</i></p> <ul style="list-style-type: none"> <li>• hiring well-prepared and diverse professionals,</li> <li>• sustaining continuous professional development by means of clear and coherent plans, and</li> <li>• implementing a successful educator evaluation system in line with new Commonwealth standards.</li> </ul>	<p>C1. Implement a new educator appraisal system in partnership with BEA</p> <p>C2. Extend professional personnel recruitment to expand the diversity of the applicant pool</p> <p>C3. Continue to refine the work of Professional Learning Teams (PLTs)</p> <p>C4. Create career ladders for aspiring district educators</p> <p>C5. Plan and initiate a search for a permanent superintendent of schools</p>

Status of Initiatives: January 31, 2013

A1: In process for core subject areas of language arts, mathematics, sciences, and social sciences.

A2: Elementary models well defined and implemented; middle school emerging; high school not clearly defined.

A3: Where models are in place, principals, directors, and coordinators are actively reflecting on the fidelity of implementation.

A4: Three pilots under way and under observation. Discussions about pilots and research for 2013-2014 under way. Small discretionary grant received to support innovation.

A5: Handbook documentation cited in Coordinated Program Review to be "Exemplary." Training program in planning stages, completely on track with state mandates.

A6: Common templates are in process—part of the response to NEASC findings.

A7: Curriculum review cycle has been reinstituted with, as well, creation of a school committee subcommittee for curriculum and instruction. Physical education is the next program up for review.

A8: In consultation with the Superintendent's Advisory Board on Health and Safety, the district is planning for an evening's parental program on teenage suicide ideation and prevention.

B1: Discussion with Town Administration and BOS ongoing; continuing attention to issues about long-term planning and stability regular on the agenda of the School Committee's Finance Subcommittee. Current budget planning ongoing in light of longer-term issues about cost-drivers, implications for negotiations, and income shortfalls.

B2: Other than current reports on initiatives, district benchmarks and a district dashboard are not developed.

B3: Core values, vision, and mission have been reinvigorated and restated.

B4: Specific student achievement gaps in mathematics in particular are being addressed, and tiered instruction has been addressing lower performance at the middle school.

B5: A superintendent's advisory group on class size will be reporting its findings at the end of January. In November the district authorized NESDEC to issue a new demographic project that informs the current budget planning.

B6 : Initial responses to the NEASC draft resulted in considerable media attention and discussion with NEASC officers. The consequence was a promise from NEASC to review and revise the draft report although the bottom line—status of “warning”—will not change.

C1: The new educator appraisal system has been implemented. The advisory group meets regularly to review progress and recommend improvements

C2: The Director of Human Resources is using minority recruitment workshops and fairs to strive for greater staff diversity. However, budget limitations currently project diminishing likelihood of increasing staff.

C3: The professional learning teams have received new charters, and their substantive work continues with monthly sessions. Some PLTs from last school year will be reporting to the School Committee as they have this fall.

C4: The Chenery is working this year with an administrative intern. As we look for a permanent new assistant principal at the high school, we are also encouraging and supporting aspiring junior administrators.

C5: Planning for a new superintendent search will begin in April and May.