

Belmont Public Schools
Superintendent's Goals
School Year 2013-2014
Proposed:

DRAFT

Goal #1: Student Learning Goal

The Superintendent, in coordination with the Assistant Superintendent, school principals, and members of the District Leadership Council, will calibrate observational practices and identify those practices that seem best able to improve the quality of instruction and to maintain high expectations for students' academic, social, emotional, and physical development. {Reference: Superintendent's Rubric I [A] (2); I [B] (1); I [B] (2); I [D] (2); II [A] (3); II [C] (2); IV [A] (1)}

Key Actions

1. Regular joint classroom observations with principals and other instructional leadership as appropriate;
2. Continued joint training in calibrating observations;
3. Develop tactics for responding supportively and constructively to educators about improving practice;
4. Consult with the district educator evaluation advisory group to improve the implement the educator appraisal system.

Benchmarks

- A. Documented classroom observations, on average at least one set of observations each school week;
- B. Formal sessions on observational practice with the District Leadership Council;
- C. At least six meetings of the district advisory group (joint administration/union) for educator appraisal;
- D. Issuance of the Superintendent's personnel evaluations in accord with the approved timeline.

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) (2); IV [D] (1); IV [D] (2)}

Key Actions

1. Work as coach for the new Wakefield superintendent;
2. Attend NSIP coach training seminars and new superintendents' content days as well as support the consultancy program for new superintendents in the third year of the program;
3. Use the experience of coaching in NSIP to help the School Committee to develop a viable transition plan for a chosen candidate as permanent superintendent of schools;
4. Address with the District Leadership Council the leadership functions of the Council and the overall purposes of the group.

Benchmarks

- A. Provide eight hours on-site coaching for the new Wakefield superintendent;
- B. Develop a transition plan with the superintendent-designate and School Committee;
- C. Engage the District Leadership Council in leadership development discussions and exercises;
- D. Attend as budget allows MASC/MASS seasonal and annual meetings;
- E. Attend New Superintendents Induction Program (NSIP) training and coaching sessions.

Goal #3: District-Wide Goal(s)

The Superintendent will oversee the continued implementation of the district-wide strategic plan (Year 2) with its focus upon three broad goals: To prepare all students for college, career, and life-long learning; to support continuous improvement and overall programmatic and fiscal stability; to ensure that students receive instruction from consistently highly qualified educators who pursue continuous improvement of their art. {Reference: Superintendent's Rubric I [E] (2); I [E] (3); II [B] (1); II [E] (1); III [A] (2); IV [A] 2}.

Key Actions

1. Continued exploration and expansion of innovative instructional models;
2. Attending to improvement of school safety and the emotional and social education of students;
3. Continued implementation of the Core Curriculum;
4. Engagement in continued longer-term fiscal and programmatic planning;
5. Refining and improving the new educator appraisal system;
6. Sustaining continuous professional development;

Benchmarks

- A. Report on strategic initiatives to describe completion and/or progress;
- B. Continued successful implementation of professional learning communities as measured by reports to School Committee and spring PLT fair;
- C. Implementation of initial models for ELL instruction in line with training within the RETELL program;
- D. Report of findings from discrete modeling groups to explore issues of compensation, special education, enrollment, operations, instructional modeling, supplemental revenue, student life, and instructional technology;
- E. Assessment of innovation projects and innovational teaching practices.