



Plymouth Public Schools

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April 1, 2025

Dear Members of the School Committee,

I present to you this self-assessment document for your consideration as part of my formal evaluation. Serving as the Superintendent of Plymouth Public Schools is both a privilege and a responsibility that I take to heart, especially as a member of this community that I also call home. The opportunity to lead our district and collaborate with such a dedicated team of professionals is something I hold in the highest regard.

This document is designed to provide an overview of my leadership and the impact of my work across our district. As you review the pages below, you will find a breakdown based on the [21 Indicators from the Standards of Effective Administrative Leadership](#) (603 CMR 35.04), each of which plays an essential role in my formal evaluation. For each indicator, I have included a general summary along with specific examples that highlight how I have demonstrated evidence of success. Please keep in mind that this is not an exhaustive list but rather a collection of key evidence that I believe is worth your consideration.

I would like to emphasize that my success as Superintendent is not my own; it is only possible because of the outstanding support I receive from my Central Office Team, our principals, Academic Coordinators, and Directors. Their unwavering dedication, expertise, and commitment to excellence are foundational to the work we do together for the betterment of our students.

Thank you for your time, your support, and your commitment to our district's success. I look forward to our continued partnership as we work toward the future of Plymouth Public Schools.

Sincerely,

Chris Campbell

Superintendent of Schools

Plymouth Public Schools

The Plymouth Public Schools does not discriminate on the basis of race, color, religious creed, national origin, sex, gender identity, sexual orientation, homelessness, genetic information, ancestry, status as a veteran or U.S. uniformed military service member, disability, or age in admission to, treatment in, or employment in its services, programs, and activities.

Español: Este es un documento importante. Por favor hágalo traducir. Póngase en contacto con la escuela de su niño si usted necesita ayuda. Gracias.

Português: Isto é um documento importante. Por favor mande-o traduzir. Contate a escola da sua criança se você precisar de ajuda. Obrigado.

The following pages are structured around the [21 Indicators from the Standards of Effective Administrative Leadership](#) (603 CMR 35.04), all of which are considered in the Superintendent's evaluation. For each indicator, I've included a general summary along with examples that demonstrate how I've fulfilled the expectations related to each Standard and Indicator. **Please note that this is not an exhaustive list; rather, it highlights key evidence I believe is worth considering.**

The [blue hyperlinks](#) throughout this document lead to additional resources, including references or specific documents/folders related to the evidence mentioned under each indicator.

STANDARD I: INSTRUCTIONAL LEADERSHIP

As Superintendent, I have focused on cultivating a shared vision that prioritizes effective teaching and learning at the heart of our educational system. Under my leadership, we are committed to improving student outcomes through rigorous, standards-based instruction, personalized teaching practices, and data-informed decision-making. This vision is not only an aspiration but a practical framework guiding every aspect of our district's operations, ensuring that we continually work toward providing all students with a high-quality education that meets their diverse needs.

A key aspect of my leadership involves articulating a clear and compelling vision for student success, grounded in the values of equity, inclusion, and excellence. This vision is communicated regularly to all stakeholders and serves as the cornerstone of our district's efforts. We emphasize that every student, regardless of background or ability, can achieve at the highest levels, creating a district-wide culture of high expectations. This vision is embedded in all aspects of our work, from curriculum development to professional learning and assessment practices, ensuring a shared understanding of our collective goal: student success for all.

To achieve this vision, we maintain a rigorous, coherent, and balanced curriculum aligned with state standards, reflecting the diverse needs of our student body. I work closely with the Assistant Superintendent, Curriculum Coordinators, and school leaders to provide teachers with the resources, support, and professional development needed to implement the curriculum effectively. Regular assessments of student progress are a priority, not only to measure achievement but also to inform instruction. This continuous cycle of planning, teaching, assessing, and adjusting ensures that our curriculum remains both challenging and responsive to students' evolving needs. By aligning instructional practices with a strong, standards-based curriculum and supporting educators, we guarantee that every student has access to rigorous learning opportunities.

Central to this process is a data-driven approach to instruction. I have fostered a culture where data is not merely collected but strategically used to drive decision-making. This involves regularly analyzing student performance data—such as assessments, benchmarks, and formative evaluations—and collaborating with school leaders and teachers to identify trends, areas for improvement, and strengths. We use this data to personalize instruction, tailoring teaching practices to meet the specific needs of our students. By continuously monitoring and acting on data, we make informed decisions that improve teaching and, ultimately, student outcomes.

I-A: Curriculum

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

As Superintendent, I leverage my extensive experience in Curriculum and Instruction to empower and support key district leaders, including the Assistant Superintendent, Academic Coordinators, and Program Directors. Together, we develop a rigorous, supportive, and comprehensive program of studies aligned with both state standards and local curricula. I prioritize fostering collaboration among administrators to facilitate instructional planning and implementation, ensuring continuous progress monitoring and providing additional support when needed. I actively model these practices to engage the district, promoting an environment where ongoing assessment of student progress drives tailored support systems. Curriculum development is aligned with state standards, and I encourage teachers to create high-quality, rigorous instructional units. Collaboration among educators is central to ensuring the curriculum adapts to diverse student needs and is regularly reviewed to incorporate best practices.

Evidence:

- [Administrative meeting agendas](#)
- [Professional Development Offerings for Faculty](#)

I-B: Instruction

Maintaining high expectations for instructional quality has been a cornerstone of our leadership approach. Over the past three years, I have established clear standards for the content and quality of instruction district-wide. Through structured Learning Walks, we empower administrators to uphold these expectations, ensuring instructional practices are engaging, inclusive, and responsive to the diverse needs of our students. After each walk, we meet to discuss our observations, share insights, note areas for improvement, and offer suggestions based on our established criteria. Monitoring progress and providing feedback are integral to maintaining these high standards. This year, we expanded the walks to include classroom teachers and specialists, further enhancing our improvement efforts. This initiative has been well-received and will continue to grow in the coming year. I am committed to ensuring that instructional practices reflect high expectations for all students, utilizing differentiated instruction strategies to address diverse learning needs and provide equitable access to challenging content.

Evidence:

- [Schedule of Learning Walks \(admin\)](#)
- [Schedule of Learning Walks \(teachers\)](#)
- [Samples of Debrief Memos](#)

I-C: Assessment

**STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT
2024-25**

We have implemented comprehensive assessment methods that empower teams of administrators and instructional staff to measure student learning, growth, and progress toward meeting state and local standards. Tools like [Open Architect](#), [Star Assessment](#), and the [DESE Student Outcome Comparison Tool](#) enable us to closely monitor student outcomes. These tools support informed, collaborative decision-making, allowing for adjustments to instructional practices and the implementation of targeted interventions. In collaboration with the Assistant Superintendent for Administration and Instruction, the Director of Accountability and Measurement, and District Academic Coordinators, I ensure that district assessments align with content and grade-level standards. We also prioritize equity in student outcomes. Formal and informal assessments are used to track progress and inform instruction, with a focus on addressing the diverse needs of all students.

Evidence:

- [Administrative meeting agendas](#)
- [School Improvement Plans and Presentations](#)

I-D: Evaluation

At the start of each school year, I work closely with my Leadership Team to support all administrators in developing SMART goals aligned with both school and district priorities. This collaborative process begins at our administrative retreat and continues with individual meetings between principals, coordinators, directors, and either myself or their direct supervisor to finalize annual goals. Although I do not directly supervise all administrators, I ensure consistent engagement by conducting regular observations and providing feedback during monthly one-on-one meetings. These visits include classroom observations and discussions focused on progress toward annual objectives.

Evidence:

- [Administrative retreat agenda](#)
- [Scheduled 1:1 visits with school administrators](#)

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

I-E: Data-Informed Decision Making

I am dedicated to cultivating a high-performing professional culture that prioritizes data-driven decision-making and continuous improvement. I lead our administrative teams in leveraging a variety of evidence to assess the district's strengths and identify areas for growth. This includes analyzing state, district, and school-level assessment data, student growth metrics, educator evaluations, and insights into district culture and climate. By utilizing disaggregated data, we ensure that each decision is purposeful and informed, allowing us to effectively track progress in organizational performance, educator effectiveness, and student achievement. Our evidence-based practices foster ongoing refinement. In our structured administrative meetings, I guide principals, coordinators, and directors in analyzing multiple data sources—such as formative assessments, state testing results, district benchmarks, and other critical indicators. This analysis informs the establishment of district-wide goals and school improvement initiatives. Our data-driven approach not only highlights areas of need but also ensures strategic resource allocation for maximum impact.

Evidence:

- [Administrative meeting agendas](#)
- [School Improvement Plan Presentations](#)
- K-12 implementation of [Panorama Student Success](#) Platform
- Utilization of [Open Architects](#) to assess student achievement, attendance trends, student behavior, finance data, teacher licensure and evaluation
- [Data Team Materials](#)

I-F: Student Learning

As superintendent, I guide our administrator teams in strategically leveraging a wide range of data sources to assess our district's strengths and identify opportunities for growth. This expectation is reinforced through collaborative efforts with my leadership team, including school principals and academic coordinators. By placing data at the core of our decision-making process, we are able to drive improvements in organizational performance, educator effectiveness, and student outcomes. I actively model this approach to foster a district-wide culture of data-driven decision-making, empowering all stakeholders to use evidence to elevate student success.

I guide our administrative teams in strategically using data to assess the district's strengths and identify opportunities for growth. Through collaboration with school principals and academic coordinators, we place data at the core of our decision-making process to drive improvements in organizational performance, educator effectiveness, and student outcomes. I model this approach to foster a district-wide culture of data-driven decision-making, empowering stakeholders to use evidence to enhance student success.

As an instructional leader, I encourage the use of multiple measures to evaluate student learning, including common assessments, statewide growth indicators, and other key performance data. The results speak for themselves: we have seen improvements in assessment outcomes and growth on

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

standardized tests. Recent reports, such as the one highlighting [Plymouth's post-Covid recovery](#), show positive progress in addressing learning gaps and accelerating student achievement. Through continuous monitoring and targeted interventions, we have observed consistent positive trends in student performance, validating the success of our data-driven strategies.

Evidence:

- [Administrative meeting agendas](#)
- [Data Team Materials](#)
- [Schedule of Learning Walks \(admin\)](#)
- [Schedule of Learning Walks \(teachers\)](#)
- [Samples of Debrief Memos](#)

STANDARD II: MANAGEMENT AND OPERATIONS

As Superintendent, I quickly recognized that the effective management and operation of the district are crucial to supporting our educational mission of providing a high-quality education to all students. I am committed to ensuring that our district's operations are not only efficient and effective but also aligned with our core educational goals. By creating systems that support teaching and learning, managing resources wisely, and prioritizing staff development, we strive to ensure the district operates at its highest potential.

A primary responsibility of mine is to establish clear organizational structures and ensure the smooth day-to-day operations of the district. This includes overseeing everything from transportation and facilities management to scheduling and compliance with state and federal regulations. These operational systems are designed to support the district's instructional mission, creating a stable, well-resourced environment in which students and staff can thrive. By allocating resources efficiently, we enable our schools to focus on teaching and learning without unnecessary distractions or inefficiencies.

The quality of our staff is key to the success of our schools, and I prioritize the recruitment, development, and retention of highly qualified personnel. Additionally, I am dedicated to the ongoing professional development of our educators and staff. Through high-quality professional learning opportunities and a culture of continuous improvement, we support our staff in refining their skills and staying current with best practices in education.

We also maintain a robust staff performance system that emphasizes growth and support. Constructive feedback, mentoring, and coaching are essential to this process, ensuring every staff member has the resources they need to succeed. We prioritize creating a collaborative work environment where staff feel valued and empowered, fostering a strong sense of community within our schools and encouraging teachers and staff to work together toward common goals.

Moreover, we ensure that our physical resources—such as school facilities and technology infrastructure—are well-maintained and aligned with the needs of both students and staff. By investing

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

in these resources, we create an environment conducive to high-quality teaching and learning, ensuring students have access to the tools and spaces they need to succeed.

A safe and supportive learning environment is crucial for effective schooling. We are committed to fostering a culture where student well-being is prioritized. This includes policies and procedures ensuring school safety, addressing bullying, and promoting mental health. I work closely with school leaders to ensure that safety protocols—ranging from emergency preparedness plans to systems for identifying and addressing student concerns—are in place.

Beyond physical safety, I also focus on emotional and mental health. We support initiatives to promote social-emotional learning, provide access to mental health resources, and create positive, inclusive school climates where all students feel valued. By nurturing safe, supportive, and welcoming environments, we ensure that students can focus on academic growth without being distracted by fear, anxiety, or other challenges.

II-A. Environment

As Superintendent, I prioritize empowering administrators to develop and implement plans that address the safety, health, and emotional well-being of students. We are committed to ensuring smooth student transitions, maintaining clean and secure facilities, and fostering supportive learning environments. A key improvement in our safety protocols has been the enhanced use of the Raptor Security Reception software, which integrates emergency management and alert system capabilities. This allows us to efficiently conduct drills, notify first responders, track individuals, and ensure safe family reunification during emergencies. This system is actively used during school drills. I also facilitate the District Safety Committee, where we continuously assess and refine school safety measures. Additionally, our Fourth Annual Health and Safety Fair, scheduled for May 3rd at Plymouth North High School, highlights our ongoing commitment to community health and safety awareness.

Evidence:

- [Sample Safety Committee Agendas](#)
- Addition of [Raptor Emergency Management: Raptor Alert System](#) in school drills
- [Annual Health and Safety Community Fair](#)

**STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT
2024-25**

II-B. Human Resources Management & Development

Prioritizing the recruitment and retention of exceptional educators and administrators is essential for our district's long-term success. In addition to our ongoing efforts, we have successfully negotiated contracts that create competitive and attractive offers, enhancing our ability to recruit the best candidates. To support and retain these top-tier professionals, we offer a robust induction and mentoring program, along with extensive job-embedded professional development opportunities. These initiatives reinforce district goals, ensure high-quality instructional practices, and provide career growth opportunities, fostering a culture of continuous improvement and excellence.

Evidence:

- [Mentoring Program Materials](#)
- [New Teacher Induction & Orientation Materials](#)
- [Mandated Training Videos](#)
- [Professional Development Listing](#)

II-C. Scheduling and Management Information Systems

I work closely with my Leadership Team to design and oversee district systems that ensure efficient resource utilization and equitable access to instructional time for all students. We have integrated [Open Architects](#) as a key resource, offering data analysis and visualization tools via dashboards covering assessment, licensure, attendance, enrollment, behavior, grades, procurement, finance, and staff retention. These tools have strengthened collaboration among administrators, and I proactively prevent activities that could hinder this collaboration, ensuring our efforts remain focused and productive.

Evidence:

- [Administrative meeting agendas](#)
- Implementation of [Open Architects](#)
- [Professional Development Listing](#)

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

II-D. Laws, Ethics and Policies

Together with my administrative team, I ensure that all school personnel receive the resources and support necessary to understand and adhere to state and federal laws, school committee policies, collective bargaining agreements, and ethical guidelines. I lead by example, emphasizing adherence to regulations and decisions made in line with the district's ethical standards. I also model confidentiality and sound judgment in all decisions, ensuring that all staff uphold these same standards.

Evidence:

- [Legal Memos and Advisements Shared with Administrative Team](#)
- [Mandated Training Videos](#)

II-E. Fiscal Systems

In collaboration with my Leadership Team, I guide our administrators in developing a budget aligned with the district's vision, mission, and goals, ensuring it meets the needs of all students. Communicating the rationale behind budget decisions to staff, community members, and municipal stakeholders has been a priority, fostering transparency, and understanding. I ensure expenditures align with district objectives and make creative use of budget limitations to drive improvements. We actively pursue alternate funding sources to ensure fiscal responsibility.

Evidence:

- Sample Budget Presentations and Information Provided to Community:
 - [FY26 Budget Chart](#)
 - [FY26 Cost Center Summary Report](#)
 - [FY26 Cost Center Object Summary Report](#)
 - [FY26 Detailed Budget Report](#)
 - [Revolving Accounts Revenue Report](#)
 - [Grant, Chapter 70, Medicaid, Circuit Breaker Revenue Report](#)
 - [Superintendent's Budget Presentation](#)
 - [PPS Budget Book](#)
- [Grant Awards](#)
- Additional outreach utilizing:
 - [Print materials](#)
 - [Videos](#)
- Presentations at [Precinct Caucus meetings](#)

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT

As Superintendent, I recognize the critical role that family and community engagement plays in fostering student success. By building strong relationships, promoting collaboration, and ensuring clear communication, I work to create a supportive network for each student.

One of my top priorities is to actively engage families in the educational process. I believe that when families are well-informed and involved, students are more likely to succeed academically and socially. To encourage this involvement, we have developed various channels for families to communicate with schools and participate in their child's education. Additionally, we ensure that communication is inclusive, accessible, and responsive to the diverse needs of our community, including providing translation services for non-English-speaking families.

Engaging the broader community is also key to effective leadership. We actively build partnerships with local businesses, organizations, and agencies to support educational initiatives and expand student opportunities. The Annual Children's Business Fair is a prime example of such partnerships, showcasing our efforts to connect students with real-world experiences.

We also collaborate with the [Falmouth VIPS program](#) (Volunteers in Public Schools). Through a grant from the Mass Service Alliance, we formed a volunteer committee made up of parents, administrators, and community representatives. This group has completed training to implement a district-wide volunteer program based on the VIPS model. The committee will now develop a strategic action plan for volunteer and mentoring opportunities across the district, tapping into the community's wealth of knowledge to support students.

As Superintendent, I believe that clear, transparent, and consistent communication is the foundation of strong family and community engagement. I ensure that information about district goals, challenges, and achievements is regularly shared with the public through newsletters, social media platforms, and the district website.

To further this communication, I introduced the *Hometown Voices* podcast, which highlights student stories and discusses topics such as "Being Present" in Your Educational Journey, Service Learning, the Children's Business Fair, Unified Sports, Student Exchange, and International Travel. Now in its second year, the podcast serves as a platform to celebrate the district's achievements while promoting community involvement. Stakeholders can share their thoughts and suggestions via our dedicated email (HometownVoices@plymouth.k12.ma.us), which we incorporate into future communications. Additionally, social media engagement has played a vital role in expanding our online presence, with impressive statistics on platforms like Facebook and Instagram, keeping our community informed and actively involved.

We also continue to expand the [Plymouth Family Resource Guide](#), offering essential information and resources to help families navigate their educational journeys. These efforts demonstrate our ongoing commitment to fostering a culture of communication, transparency, and engagement within the Plymouth Public Schools community.

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

III-A. Engagement

This year, I met with the leadership of the [Falmouth VIPS Program](#) to further strengthen our partnership. Through a grant opportunity, we partnered with the Mass Service Alliance and formed a volunteer committee with parents, administrators, and community representatives. This group has completed training to implement a district-wide volunteer program based on the VIPS model. The committee will now develop a strategic action plan for volunteer and mentoring opportunities across the district.

We continue to build partnerships with local businesses, organizations, and agencies to support educational initiatives and enhance student opportunities. A key example of this is the Annual Children's Business Fair, which highlights our commitment to these partnerships and provides valuable experiences for our students.

Additionally, we've strengthened our communication channels through initiatives like the *Hometown Voices* podcast, which showcases student stories and covers topics such as service learning, the Children's Business Fair, Unified Sports, and international travel. Social media engagement has also significantly expanded our district's online presence, with strong engagement on platforms like Facebook and Instagram. We are also continuing to expand the [Plymouth Family Resource Guide](#) to better serve our diverse community.

These efforts, along with ongoing collaborations with local organizations and businesses, reflect our proactive approach to fostering a culture of communication, transparency, and engagement within the Plymouth Public Schools community.

Evidence:

- [Superintendent's Web Page](#)
- Development of [Community Supports and Resources](#) Publications
- VIPS Program Partnership: [MA Service Alliance Volunteerism Grant](#)
- [Podcast Promotions](#)
- [Social Media Statistics](#)

**STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT
2024-25**

III-B. Sharing Responsibility

In our commitment to sharing responsibility for student success, we provide resources, professional development, and support to address the diverse academic, social, emotional, and behavioral needs of each student, including those with disabilities and English learners. As Superintendent, I collaborate closely with our administrative team to engage families in addressing students' needs, prioritizing both in-school and external services to support students comprehensively.

Our partnerships with organizations like the [Family Resource Center](#) and [Plymouth Family Network](#) are integral to ensuring that children and their families have access to necessary resources and services.

Evidence:

- Continued expansion of [Family Resources Page](#) on Website
- [Care Solace Utilization Report](#)

III-C. Communication

We have implemented strategies to ensure that all administrators are equipped to facilitate meaningful interactions with families regarding student learning and performance. Recognizing the importance of inclusivity and cultural responsiveness, our district-wide communications are delivered in various formats to ensure accessibility for families from diverse backgrounds.

We also prioritize respecting and affirming different families' home languages, cultures, and values, cultivating an environment where every member feels heard, understood, and valued in their child's educational journey.

Evidence:

- [Smore communication logs](#)
- Observations of Superintendent at school committee meetings and other public settings

III-D. Family Concerns

As Superintendent, I am committed to addressing family concerns in an equitable, effective, and timely manner, supporting our administrators in resolving issues in the best interest of students. We prioritize addressing concerns promptly across the district, empowering administrators to respond

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

proactively to both academic and non-academic issues. Through collaborative problem-solving, we seek solutions that prioritize the well-being and success of our students.

By modeling this approach, we foster a culture where all stakeholders feel heard, valued, and actively involved in the educational process.

Evidence:

- Observations of Superintendent at school committee meetings and other public settings

STANDARD IV: PROFESSIONAL CULTURE

As Superintendent, I recognize that creating and maintaining a strong professional culture is essential to fostering an environment where both staff and students can thrive. I am committed to ensuring that every member of our district feels empowered, supported, and valued.

A key component of this standard is establishing a positive school climate that promotes respect, trust, and high standards. As Superintendent, I prioritize modeling and setting clear expectations for behavior and performance, ensuring these expectations are shared across the district. I work to cultivate a culture where collaboration, mutual respect, and a shared commitment to student success are at the core of every interaction. By consistently modeling these behaviors, I aim to create a climate where staff members feel valued and students understand the importance of respecting themselves and others within the school community.

Ensuring that our staff members have access to meaningful professional development opportunities is critical for maintaining high standards across the district. We are intentional about aligning professional development with district goals and tailoring it to meet the diverse needs of our staff. This includes offering a variety of training sessions, workshops, and professional learning communities that focus on the latest educational practices, curriculum standards, and strategies for addressing the varied needs of our students.

Additionally, we encourage ongoing professional learning through collaboration, where teachers and staff share best practices, discuss challenges, and learn from one another. Our Learning Walks, now in their fourth year and involving staff from all schools, are a prime example of this practice. I believe professional development should be a continuous process that empowers educators to improve their teaching and leadership skills, which in turn benefits the students they serve. By providing these growth opportunities, we help our staff become the best versions of themselves, creating a positive ripple effect throughout our classrooms and schools.

Finally, fostering a culture of accountability and continuous improvement is central to my leadership approach. I believe in consistently evaluating our progress toward district goals, celebrating our successes, and identifying areas for growth. To support this, we have developed systems for tracking progress and evaluating performance district-wide.

Through my actions as Superintendent, I encourage a mindset of reflection and self-improvement, where staff members are supported in addressing challenges and making necessary adjustments to

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT 2024-25

improve their practices. By emphasizing accountability in a supportive, constructive manner, we ensure that we are always working toward better outcomes for our students.

IV-A. Commitment to High Standards

Since taking on the role of Superintendent, I have established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all students. A significant collective goal has focused on instructional practices, particularly through our Learning Walks, in which all principals, assistant principals, coordinators, directors, and my Leadership Team have participated for the past three years. Through this focused work, we have identified common expectations for teaching and learning, including academic objectives, learning tasks, classroom environments, and student engagement. These expectations are observed, and common traits and themes are recorded using a standardized debrief memo, which is then presented at faculty and grade-level meetings, and, in some cases, discussed individually. These discussions aim to inform and improve teaching and learning.

I empower administrators to take an active role in leading team meetings that focus on critical district matters, promoting collaborative learning and problem-solving around instructional leadership. By establishing and modeling behavior norms that foster a supportive team culture, and by consistently evaluating the effectiveness of our administrator meetings, we ensure that our collaborative efforts produce positive outcomes.

Evidence:

- [Administrative meeting agendas](#)
- [Learning walk debrief memos to faculty](#)

IV-B. Cultural Proficiency

Our district has made a strong commitment to becoming more culturally proficient. Cultural proficiency involves examining our policies, practices, values, and behaviors to engage effectively with all individuals and groups within our school system. We are dedicated to understanding and implementing culturally responsive teaching, and as an administrative team, we have dedicated time during meetings and professional development sessions to address this work. We continuously engage in developing an understanding of multicultural perspectives through rich content and a variety of instructional practices that leverage students' identities and backgrounds as meaningful resources.

During our Learning Walks, cultural responsiveness has become one of our "look-fors," both in instructional practices and within the learning environment. Through these efforts, we strive to

**STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT
2024-25**

create an inclusive educational environment where every individual feels valued, understood, and supported in their academic and personal growth.

Evidence:

- [Administrative meeting agendas](#)
- [Culturally Responsive Teaching Rubric](#)
- [Teaching and Learning Expectations](#)
- [Learning walk debrief memos to faculty](#)

IV-C. Communications

I believe I possess strong communication skills that are context- and audience-specific, both in writing and verbally. I make a conscious effort to incorporate feedback from all stakeholders into my decision-making and clearly communicate the rationale behind my decisions to staff, families, community members, and the School Committee. I also make it a priority to consistently connect communications to district goals, providing clear rationale and demonstrating how initiatives or decisions align with our mission and vision. By emphasizing the importance of clear and purposeful communication, I aim to cultivate a culture where transparency, collaboration, and shared understanding are fundamental.

Evidence:

- Observations of Superintendent at school committee meetings and other public settings
- [Superintendent's Podcast](#)
- [Superintendent Updates](#)
- [Smore communication logs](#)

IV-D. Continuous Learning

I have been in education since 1990, and I will always consider myself an educator first. As educators, it is critical that we continue our own learning and professional development. As Superintendent, I prioritize my own professional growth through education, mentoring, and development opportunities.

I have also made it a priority to foster and model a culture in which all staff members are reflective about their practice and committed to adapting their methods to achieve improved results. I

**STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP: SELF-ASSESSMENT
2024-25**

empower all administrators to collaborate, share knowledge and skills, and regularly reflect on how they can improve their leadership practices to strengthen the overall effectiveness of the district.

Evidence:

- Participation in ALL administrators in Learning Walks (4 consecutive years)