

STANDARDS OF EFFECTIVE ADMINISTRATIVE LEADERSHIP
2023-24

The pages below are broken down around the [21 Indicators from the Standards of Effective Administrative Leadership](#) (603 CMR 35.04) which are all considered as part of the Superintendent's evaluation. Under each indicator, I have provided a general summary and some examples of how I have demonstrated evidence associated with each Standard and Indicator for Effective Administrative Leadership Practice. **Please keep in mind that this is not an exhaustive list but rather examples of evidence I feel are worth consideration.**

The [blue hyperlinks](#) included below are intended to provide you with additional information related to either something I reference or a specific document/folder which contains the evidence listed under the specific indicator.

STANDARD I: INSTRUCTIONAL LEADERSHIP

I-A: Curriculum

As Superintendent, I bring significant experience in Curriculum and Instruction. I consistently empower and support our Assistant Superintendent, Academic Coordinators, and Program Directors to develop a rigorous, supportive, and comprehensive program of studies aligned with state standards and local curricula. In my role as superintendent, I have prioritized empowering administrators to facilitate collaborative instructional planning and implementation. Continuous monitoring of progress and provision of additional support where needed have been integral to our approach. I've actively modeled this process to inspire others within the district. I've cultivated a professional environment focused on ongoing monitoring and assessment of student academic progress, with additional support systems in place as needed.

Evidence:

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

I-B: Instruction

Setting and maintaining high expectations for instructional quality has been a cornerstone of our leadership strategy. Over the past three years, I've set a clear standard for the content and quality of instruction across our district. Through structured Learning Walks, we've empowered administrators to uphold these expectations throughout the district. These walks ensure that instructional practices are engaging, inclusive, and tailored to meet the diverse needs of our students. After each walk, we convene to discuss our observations, highlighting what we noticed, what intrigued us, and suggestions for improvement based on our established criteria. Monitoring and providing feedback to ensure adherence to these practices have been key aspects of our leadership approach.

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This year, we've taken further steps by involving classroom teachers and specialists in these walks alongside administration to continue our improvement efforts. This has proven to be very well received and will be expanded in the coming year.

Evidence:

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

I-C: Assessment

We've implemented comprehensive assessment methods, empowering teams of administrators and instructional staff to utilize various assessment techniques to measure student learning, growth and progress toward achieving state/local standards, and to use their findings to adjust instructional practice and implement appropriate interventions and enhancements for students. With the collaborative efforts of the Assistant Superintendent for Administration and Instruction, The director of Accountability and Measurement and the District Academic Coordinators, I have ensured alignment of district-used assessments to content and grade level standards, and have monitored administrators' efforts and successes in this area.

Evidence:

- [Administrative meeting agendas](#)
- [School Improvement Plans and Presentations](#)
- [School Improvement Plan Presentations](#)
- [Literacy Screening Protocol](#)
- [District Data Meeting Guidance](#)
- [Reading Screener Flowchart](#)
- [Protocol for School Level Literacy Data Meetings](#)
- [Steps to Informing Families: Screening](#)

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I-D: Evaluation

At the start of each new school year in August, I collaborate with my Leadership Team to assist all administrators in crafting SMART goals that align with school and district priorities. This process begins at our administrative retreat and culminates in individual meetings between principals, coordinators, directors, and either myself or their immediate supervisor from my District Leadership Team to finalize their annual objectives. Regardless of my direct supervisory role, I conduct regular observations and provide feedback to administrators during monthly one-on-one visits. These visits include classroom observations and discussions centered around their annual goals.

Evidence:

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

I-E: Data-Informed Decision Making

As superintendent, I am committed to fostering a professional culture that prioritizes data-driven decision-making and continuous improvement. I lead administrator teams in utilizing a variety of sources of evidence to assess and communicate the district's strengths and areas for improvement. This includes analyzing state, district, and school assessment results, growth data, educator evaluation data, as well as district culture and climate information. By relying on disaggregated data, we ensure that decisions are informed and targeted, allowing us to monitor progress in organizational performance, educator effectiveness, and student learning effectively. Our professional culture places a strong emphasis on evidence-based practices and continuous improvement. In our structured and purposeful administrative meetings, I guide principals, coordinators, and directors in analyzing various data sources including formative assessments, state assessment results, district benchmarks, and other indicators. This process allows us to assess and communicate both the strengths and areas for improvement within our district.

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](#)

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I-F: Student Learning

As superintendent, I lead our administrator teams in leveraging diverse data sources to assess our district's strengths and areas for growth. This expectation is reinforced through collaborative efforts with my administrative team, school principals, and academic coordinators. By prioritizing data, we make informed decisions to improve organizational performance, educator effectiveness, and student learning. I model this approach to encourage a culture of data-driven decision-making throughout the district, empowering stakeholders to utilize evidence to enhance outcomes for all students. As an instructional leader, I cultivate a professional environment focused on evaluating student learning through various measures, including common assessments, statewide growth measures (where applicable), and other outcome data.

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

II-A. Environment

In my capacity as superintendent, I have prioritized empowering administrators to develop and implement effective plans, procedures, and routines to address the safety, health, and emotional needs of all students across the district. Our focus on providing orderly and efficient student transitions, maintaining clean and safe facilities, and fostering supportive learning environments has been consistent. Notably, we've enhanced our utilization of the Raptor Security Reception software, incorporating its emergency management and alert system capabilities. This advancement enables us to efficiently conduct drills, promptly notify first responders, accurately track individuals, and ensure the safe reunification of families during emergencies. I plan for and facilitate the District Safety committee where we assess, plan for and improve any and all matters related to school safety and security. Our upcoming Third Annual Health and Safety Fair on April 27th at Plymouth North High School, driven by valuable input from community stakeholders, reflects our ongoing commitment to promoting health and safety awareness.

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Evidence:

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

II-B. Human Resources Management & Development

As a school district, it's crucial to prioritize the recruitment and retention of top-tier educators and administrators while providing robust support throughout their tenure. We've established comprehensive induction supports for all new educators and implemented job-embedded professional learning that reinforces district goals and leads to high-quality practice. We've implemented a comprehensive multi-year induction and mentoring program, bolstered by the guidance of administrators, experienced teachers, and instructional coaches, to support all new educators. Additionally, we offer extensive job-embedded professional learning opportunities facilitated by academic coaches, coordinators, and other development providers. These initiatives are designed to reinforce our district goals, ensure high-quality and effective practices, and cultivate leadership and career growth opportunities for our staff.

Evidence:

- [Mentoring and Induction Program Materials](#)
- [Mandated Training Videos](#)
- [Professional Development Listing](#)

II-C. Scheduling and Management Information Systems

I consistently collaborate with my Leadership Team to design and oversee district systems, ensuring efficient resource utilization and equitable access to high-quality instructional time for all students. Together, we've integrated [Open Architects](#) as a valuable resource, offering data analysis and visualization tools via data dashboards covering areas such as assessment, licensure, attendance, enrollment, behavior, grades, procurement, finance, and staff retention. These tools have significantly bolstered our capacity to facilitate ongoing collaboration among administrators across our schools. I've been proactive in preventing or deflecting activities that could hinder this meaningful collaboration, ensuring that our efforts remain focused and productive.

Evidence:

- [Administrative meeting agendas](#)

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

II-D. Laws, Ethics and Policies

Together with my administrative team, I ensure that all school personnel receive the necessary resources and support to comprehend and adhere to state and federal laws, school committee policies, collective bargaining agreements, and ethical guidelines. I've been steadfast in providing the necessary resources and support to ensure that all school personnel understand and comply with state and federal laws, mandates, school committee policies, and collective bargaining agreements. Leading by example, I've consistently modeled this practice, emphasizing the importance of adherence to regulations and agreements. Furthermore, I've demonstrated sound, professional judgment in all decision-making processes, aligning with the district's existing code of ethics. I've maintained utmost confidentiality, safeguarding the privacy of administrators, students, families, and staff, while also effectively supporting all staff members to uphold similar standards.

Evidence:

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

II-E. Fiscal Systems

Working alongside my Leadership Team, I guide our principals, coordinators, and directors in crafting a budget that aligns with our district's vision, mission, and goals, ensuring it addresses the needs of all students. I've taken a proactive role in leading the administrator team to develop a district budget that is intricately aligned with our vision, mission, and overarching goals, ensuring that it caters to the diverse needs of all students. Effectively communicating the rationale behind budget allocations to staff, community members, and various stakeholder groups has been a priority, fostering transparency and understanding. I've diligently managed expenditures in accordance with district and school-level objectives, leveraging budget limitations as opportunities for innovative improvements wherever feasible. Moreover, we've actively sought alternate funding sources when necessary, demonstrating a commitment to resourcefulness and fiscal responsibility. I make it a priority to communicate the rationale behind budget decisions to staff, community members, municipal stakeholders, and the school committee, providing regular updates on budget implementation.

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Evidence:

- Sample Budget Presentations and Information Provided to Community:
 - [FY25 Budget Proposal School Committee.pptx](#)
 - [FY25 Budget Proposal Jan 16 2024.pptx](#)
 - [FY25 Budget Proposal FinCom Ed Sub Jan 25 2024.pptx](#)
 - [League of Women Voter Presentation](#)
 - [Committee of Precinct Chairs FY25 Budget Presentation](#)
 - [FY 25 Budget Information Presented at Precinct Meetings and Distributed to all Members](#)
- [FY25 Budget Book](#)
- [Grant Awards](#)

STANDARD III: FAMILY AND COMMUNITY ENGAGEMENT

III-A. Engagement

As Superintendent, I have prioritized and supported culturally responsive and collaborative engagement practices across our schools so that we foster an environment that is welcoming and encourages every family to actively participate in the district and their school community. This year, I have hosted parent/family education forums for caregivers of all levels on relevant, timely topics such as family well-being, mental health/anxiety, social media, and substance abuse prevention. We have drafted a family survey as part of the strategic planning process which has elicited a record 2,700+ respondents (translated into multiple languages). This survey will be used to both assist our long-term strategic planning as well as our more immediate practices, what works best for our families and increase family engagement within Plymouth Public Schools. I have also met with the leadership of the [Falmouth VIPS program](#). Through a grant opportunity, we have partnered with the Mass Service Alliance for the coming year to pilot the implementation of a district volunteer program based on the VIPS model.

We continue to foster effective, clear, and consistent communication channels. Notable key actions include the introduction of the Superintendent's Podcast, "Hometown Voices," highlighting student stories and focusing on critical topics such as school budget and finance, diversity, equity, and inclusion, college and career readiness, health social studies curriculum, and kindergarten preparedness. The "Coffee & Conversations" series has further facilitated open dialogue on essential issues like school finance, health and health education, safety, and youth substance use. Social media engagement has played a pivotal role, with impressive statistics on platforms such as Facebook and Instagram, showcasing the district's growing online presence. Additionally, we continue to expand our Plymouth Family Resource Guide to accommodate our diverse community. These are a sample of

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actions collectively demonstrating our successful and proactive approach to achieving the established goal, 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](#)
- [Coffee & Conversations Data](#)
- [Podcast Promotions](#)
- [Social Media Statistics](#)
- [Thrillshare Alert Analytics](#)

III-B. Sharing Responsibility

In our commitment to sharing responsibility for student success, we have diligently provided 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 actively collaborate with our administrative team to engage families in addressing our students' academic, social, emotional, and behavioral needs. We prioritize accessing both in-school and external services to support our students comprehensively. Our partnerships with organizations like the Plymouth [Family Resource Center](#) and [Plymouth Family Network](#) are integral to ensuring that children and their families have access to the necessary resources and support services.

Evidence:

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

III-C. Communication

In our dedication to fostering effective family and community engagement through communication, we have implemented strategies to support and empower all administrators in facilitating 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, ensuring accessibility and relevance for families from diverse backgrounds. Moreover, we prioritize respect and

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affirmation of different families' home languages, cultures, and values, thereby 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'm always working to address family concerns in an equitable, effective, and timely manner, and support our administrators to seek resolutions to concerns that are in the best interest of students. In our commitment to fostering strong family and community engagement, we prioritize addressing family concerns promptly and effectively across the district. Empowering administrators to proactively respond to both academic and non-academic issues as they arise, we promote collaborative problem-solving processes. Through these inclusive discussions, we seek solutions that prioritize the best interests of our students. By modeling this approach, we work towards fostering a culture where all stakeholders feel heard, valued, and actively involved.

Evidence:

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

STANDARD IV: PROFESSIONAL CULTURE

IV-A. Commitment to High Standards

Since beginning my work as Superintendent, I have established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all. One significant collective goal has been centered around instructional practice and Learning Walks, which all principals, assistant principals, coordinators, directors and my Leadership Team have taken part of for the past three years. Through our collective focused work, we have identified common expectations for teaching and learning related to academic objectives, learning tasks, learning environments and student engagement. These expectations are observed and common traits and themes are recorded using a common debrief memo and presented at faculty meetings, grade level meetings, and in

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some cases individually in hopes that these discussions will inform the teaching and learning. I empower administrators to actively engage in leading team meetings focused on important district matters, promoting collaborative learning and problem-solving around instructional leadership issues. By establishing and modeling behavior norms that foster a supportive team culture and consistently evaluating the effectiveness of our administrator team meetings, we ensure that our collaborative efforts yield positive outcomes.

Evidence:

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

IV-B. Cultural Proficiency

Our district has made a great commitment to becoming more culturally proficient. Cultural proficiency, simply put, is about examining our policies and practices, values and behaviors that enable us to engage effectively with all people and groups within our school system. Our district has made a great commitment to understanding what we mean by culturally responsive teaching. As an administrative team, we have dedicated time during our administrative team meetings as well as our curriculum and department meetings and professional development sessions with faculty. We continue to engage in the process of developing an understanding and appreciation of multicultural perspectives through the study of rich content and the use of a variety of instructional practices, using our students' identities and backgrounds as meaningful sources. During our learning walks, we have identified cultural responsiveness is one of our "look fors", both instructionally as well as within the learning environment. Through these efforts, we strive to create an inclusive educational environment where every individual feels valued, understood, and supported in their pursuit of academic and personal growth.

Evidence:

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

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IV-C. Communications

I feel that I possess strong context- and audience-specific interpersonal, written, and verbal communication skills. I make every effort to incorporate feedback from all stakeholders into my decision-making and in communicating my rationale for many of my decisions to staff, family, community members and the School Committee. I make a concerted effort to consistently connect communications to district goals, providing rationale and highlighting the relevance of initiatives or decisions to our overarching mission and vision. By demonstrating the importance of clear and purposeful communication, I aim to cultivate a culture where transparency, collaboration, and shared understanding are paramount.

Evidence:

- Observations of Superintendent at school committee meetings and other public settings
- [Superintendent's Podcast](#)
- ["Coffee & Conversations"](#)
- [Superintendent Updates](#)
- [Smore communication logs](#)
- [Thrillshare Alert Analytics](#)

IV-D. Continuous Learning

I have worked in education since 1990 and will always consider myself an educator first. As an educator, it is critically important that we foster our own learning and professional development. As Superintendent, I work to improve my own professional practice through my education, mentoring and professional development opportunities. I have also prioritized the importance of developing, nurturing and modeling a culture in which all staff members are reflective about their practice and use best practices to continuously adapt practice and achieve improved results. I have and continue to empower all administrators to collaborate and share their knowledge and skills with one another and regularly reflect on improving their own leadership practice in order to improve our overall effectiveness as leaders and district success.

Evidence:

- Participation of [ALL administrators in Learning Walks](#) (3 consecutive years)