

Practice Goal 2018-2019

Superintendent Annual Educator Plan

Submitted by: Kathleen Bodie

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Practice Goal: In order to effectively supervise and support principals, as well as support high expectations for teaching and learning, and consistency and common focus on instruction, I will visit each school a minimum of three times between September 2018 and June 2019, which will include a meeting with the principal and classroom visits.

Rationale: The rationale for this practice goal is that school visits by the Superintendent are important to support and ensure a consistent focus on district and school goals, maintain visibility in the district, support principals, and understand first-hand the needs in each school.

The Superintendent is responsible for (1-B) “observing principal practice and artifacts, ensuring that principals identify a variety of effective teaching strategies and practice when they observe practice”. Additionally, the Superintendent must (1-D), “ make at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than *Proficient* .” It is only possible to provide this level of oversight by being present on a regular basis in schools.

Key Actions:

1. Schedule school visits in my calendar with sufficient time to meet with the principal and visit classrooms and/or observe meetings.
2. Keep a log of visits with general notes on the focus of conversations and file any artifacts, if any, from each visit.

Benchmarks:

1. Calendar will show schedule and time of each visit.
2. School visit log will provide general notes on the focus of each school visit.

Superintendent Standards Reference:

Superintendent Standards & Indicators Rubric

Indicator I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

Indicator I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans..	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.

Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient.	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than Proficient. Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.

