



Melrose Public Schools

SUPERINTENDENT GOALS & OBJECTIVES – 2009-2010

Superintendent Goal #3

GOAL: : FINALIZE A COMPREHENSIVE PLAN DESIGNED TO IDENTIFY, RECRUIT, HIRE, DEVELOP, AND RETAIN HIGH-QUALITY STAFF AS THEY ARE KEY TO ACADEMIC EXCELLENCE.

OUTCOMES:

- * Well-informed, motivated educators want to teach in Melrose.
- * Staff members are inspired to learn and grow professionally for the benefit of students, with administration supporting individual career growth and district succession planning to the extent possible.

1. **Goal/Objective.** Briefly describe each goal/objective and when the goal/objective should be met or accomplished.
2. **Course of Action.** Steps taken to accomplish goal/objective.
3. **Status.** Rank the goal as Completed, In Progress, or Under Development

Objective #1 – Continue to reevaluate how the Melrose Public Schools recruits, hires, develops and retains Highly Qualified staff.

Description: The Superintendent continues to work with district administrators to evaluate the procedures and strategies put in place over the last two years to identify, recruit, hire, develop, and retain high-quality staff. It is our goal to promote academic excellence in our classrooms and ensure that the requirements of the DESE/NCLB are addressed.

Course of Action: The Superintendent and the district administrators meet on a regular basis to monitor and assess instructional and programmatic needs of the district. Staffing decision/recommendations reflect both the current needs of the district and the build out of programs.

Status: Completed In Progress Under Development

Objective #2 – Recruit, Interview and Hire

Description: This component targets a unified process including use of School Spring and Melrose Public Schools' Hiring Checklist to ensure that all employee data, forms and their personnel files are complete and up to date. (i.e. – transcripts, certification, CORI forms et al are collected and filed appropriately.)

Course of Action: The process is as follows:

- Administrators access School Spring with a password and post positions.
- Personnel staff monitor application process as a systems administrator and helps resolve problems for administrators
- Interviews are overseen by building Principals who bring together interview teams in their schools
- Preferred candidates are sent to the Superintendent and the Business Manager who set salary, review packet again for completeness and hire candidates.
- Personnel staff create Personnel file for new staff and report them as new hires to appropriate city and state agencies.
- Personnel staff reviews benefit package with new hires.
- New hires meet with their respective Principals/Department Chairs for further orientation

Status: Completed In Progress Under Development

Objective #3 – Provide Expanded School Department Human Resource Functions

Description: School Department continues to work with city to provide increased support to current employees and new hires.

Course of Action:

Marianne Long, the HR Director for the City of Melrose continues to work closely with Central Office to identify opportunities to share HR functions. The following areas are examples of functions now administered by school department could:

- GIC enrollment process
- Flexible spending sign ups
- Enroll new hires into central database shared with city hall
- Set up *Benefit Tracker* program at request of city HR department
- Serve as point of contact for all HR questions at initial level
- Update city HR department regarding retirements, termination and leaves

Status: Completed In Progress Under Development

There are tangible benefits for both the school department and the city in combining Human Resource practices and tasks. It is anticipated that the new fiber optic build out will enhance the sharing of information and address connectivity issues.

Objective #4 - Mentor Teachers

Description: Provide Required training and support of new teachers

Course of Action: Director of Curriculum oversees the program and works with administration to identify new hires and match them up with Mentor Teachers in their school or by assignment. New teachers are offered Beginning Teacher training and also attend an in district orientation program. They are also offered the opportunity to visit other

classes and observe master teachers throughout the year. Teachers meet regularly with their mentor teachers throughout the year. Principals and administrators also oversee new teachers and work to integrate them into their buildings and teaching assignments.

The Director of Curriculum meets with mentors and mentees throughout the year as needed. A program evaluation is conducted annually and feedback is used to improve the program.

Status: Completed In Progress Under Development

N.B. - A formalized mentoring program is required by the Department of Elementary and Secondary Education (DESE).

Objective #5 Targeted Professional Development

Description: Role of Professional Development

Course of Action:

The Superintendent and the administrative team continue to develop and offer professional development opportunities for staff that align with district, state and federal initiatives. It is also our goal to support personal and professional growth in staff. The following excerpt from the American Federation of Teachers web site sums it up:

Professional development is a continuous process of individual and collective examination and improvement of practice. It should empower individual educators and communities of educators to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

1. Professional development should deepen and broaden knowledge of content.
2. Professional development should provide a strong foundation in the pedagogy of particular disciplines.
3. Professional development should provide knowledge about the teaching and learning processes.
4. Professional development should be rooted in and reflect the best available research.
5. The content of professional development should be aligned with the standards and curriculum that teachers use.
6. Professional development should contribute to measurable improvement in student achievement.
7. Professional development should be intellectually engaging and address the complexity of teaching.
8. Professional development should provide sufficient time, support, and resources to enable teachers to master new content and pedagogy and to integrate this knowledge and skill into their practice.
9. Professional development should be designed by teachers in cooperation with experts in the field.
10. Professional development should take a variety of forms, including some we have not typically considered.
11. Professional development should be job-embedded and site specific.

Status: Completed In Progress Under Development

N.B. – this process is always In Progress

Objective #6 – Develop a Closer Working Relationship with Higher Education Partners

Description: Partner with local colleges and universities to host undergraduate/student teachers as well as form a

working partnership to support staff in advanced degree programs and access support for district initiatives.

Course of Action:

Identify Higher Education Partners: The district, working through administrative staff contacts, has established working relationships with Gordon College and Lesley University.

- Eight undergraduate students from Gordon College spent the Fall semester participating in a Special Education Practicum in the multi-age classrooms at the Franklin Early Childhood Center
- District staff are also participating in graduate programs at Lesley University with a focus on Differentiating Instruction to better support the Meeting the Needs of All Learners initiative in district.

Status: Completed In Progress Under Development

The district continues to develop relationships and partner with Higher Education partners to identify qualified teaching candidates and to support the growth of district staff as they pursue further degrees and/or graduate coursework.

Objective #7 Teacher Evaluation

Objective: Improve teacher performance through targeted evaluation of staff

Description: Finalize new evaluation instrument adoption brought forward as part of the most recent contract negotiations. Seek to align process with developing federal/state initiatives such as the ***Race to The Top (RTTT)***.

Course of Action:

Administration continues to work with the MEA to finalize new draft evaluation process. The new model differentiates evaluation points for the various educational functions that staff performs in the district. (e.g. – Guidance Counselor, school psychologist and classroom teacher are all covered by the MEA contract, but duties and responsibilities differ and should be evaluated based on job specifications and performance tied back to same.)

This new evaluation system will provide more specific feedback to staff, allow for clearer goal setting and allows for an articulated plan for underperforming staff to be supported through and Improvement Plan or released if goals are not met.

Status: Completed In Progress Under Development

The district has made significant progress on many fronts in the recruiting and hiring process as we move forward to develop and retain highly qualified staff.

Summary: The district understands and embraces the benefits that highly qualified *teachers* can bring to our students as instructors, role models and mentors for the students they serve. Our efforts are aimed at identifying , hiring, retaining and training our staff to make the aforesaid a norm in Melrose.