

Learning My Way into the Cambridge Public Schools



My Approach

I enter my position as Assistant Superintendent for Curriculum & Instruction of the Cambridge Public Schools as a learner, balancing a desire to learn about teaching and learning with a clear demonstration of who I am and what I have to offer my colleagues and the community.

Entry Goals

1 UNDERSTAND the current state of and the vision for teaching & learning	2 EXAMINE systems, practices and policies	3 CULTIVATE relationships to build ownership in the work
4 LEVERAGE ways of collaborating and communicating	5 IDENTIFY bright spots and areas for growth	6 BUILD a timeline for action, including short- and long-term planning

I will listen

by spending time with students, teachers, parents, coordinators, principals, administrators, school committee, and community members

I will learn

through these conversations and by analyzing available data and information

I will share

my own story, my approach to the work, my goals, and my ongoing learning

I will build

strong relationships with a diversity of stakeholders

I will collaborate

with colleagues, families, School Committee and partners to develop a shared vision for our work together

Activities

Between August 2016 and January 2017, I will engage in three concurrent entry activities: interviews, site visits, and document/data review.

Charged with managing and helping to strengthen the curriculum, instruction, assessment and professional development in schools and programs across the district, I will focus the majority of my first conversations with those who are closest to the work of teaching and learning: teachers, students, curriculum coordinators, and school-based administrators. I will then turn to those who are key supports to this work: families, the School Committee, and community leaders and groups. As I am joining CPS at the same time as our new Superintendent of Schools, Dr. Kenneth Salim, I will coordinate with his entry plan activities to reduce redundancy of meetings and improve alignment within central office.

Interview Questions

- Tell me about your role in Cambridge and how it relates to students.
- What does great teaching and learning look like to you?
- What are you most proud of in the Cambridge Public Schools?
- What are our areas of growth? What are the key issues in your specific area? Can you prioritize them?
- What advice do you have for me? How can I be an effective colleague to you?

I will meet regularly with members of the cabinet, teaching & learning team, and instructional & admin councils. I plan to share the trends I identify in my conversations, observations and reading to both check my understanding and collaboratively develop a collective vision and plan for acting on the information together.

STAKEHOLDERS

I will conduct entry conversations with cabinet members, curriculum coordinators, school principals, union leadership, and the School Committee. I will convene focus groups with teachers, instructional coaches, school instructional leadership teams, student leaders, assistant principals, SOMs & deans, instructional support staff, school councils & parent committees, community engagement teams & family liaisons, and community groups.

SITE VISITS

Throughout the year, I will visit all schools to observe and participate in daily instruction, staff professional development, family engagement activities, and seminal school events.

DOCUMENT REVIEW & ANALYSIS

Assessment survey results
 Committee and task force reports
 Curriculum guides/documents/maps/resources
 Curriculum Review Cycle
 Demographic and enrollment data
 Department plans
 DESE District Review Report
 District and school calendars
 District budget reports
 District policies/handbooks/manuals
 Grant applications and reports
 Instructional frameworks and resources
 Organizational charts
 School Committee agendas/minutes/reports
 School Improvement & PD plans
 Student achievement/performance data
 Student, staff and family surveys