



## **Bedford Public Schools**

97 McMahon Road

[Bedfordps.org](http://Bedfordps.org)

### **Superintendent's Goals**

#### **Memorandum**

To	Bedford School Committee
From	Philip Conrad, Superintendent of Schools, Bedford Public Schools
Re	Superintendent's Goals for 2022 - 2023
Original Date	July 19, 2022
Updated	October 11, 2022
	December 13, 2022
	April 21, 2023

**“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”**

**-Malcolm X (June 28, 1964)**

The 2022-2023 School Year marks year three of my tenure in Bedford and it marks the final year of the NSIP Program. We enter the year with the hope that we have begun to see a waning of the COVID-19 pandemic in our schools. Our focus on Teaching and Learning has been and continues to be at a high level even during the pandemic thanks in large part to our teachers, administrators, students, and families. Without the distraction of the COVID-19 pandemic, we will continue to work diligently on our District Improvement Plan goals of student-centered classrooms and schools, social-emotional learning, diversity, equality, and inclusion.

### Professional Practice Goal

**NSIP Participation:** Participate in year three of the New Superintendent Induction Program (NSIP) to continue developing skills in strategy development, data analysis, and instructional leadership through active engagement in the year three program, activities, discussions, and roundtables of the New Superintendent Induction Program (NSIP)

#### Key Actions:

1. Attend all sessions and complete all NSIP assignments
2. Meet regularly with my cohort, my “coaching table” group, and my assigned coach on a regular basis.
3. Meet regularly with MASS, CASE, MASS REDI, and local area superintendents

#### Outcomes:

1. The calendar will document attendance and contact with my NSIP peers and coaches
  - a. Have attended all sessions and been an active participant in MASS NSIP, MASS REDI, MASS MVSA Roundtables, CASE, and LABBB Collaborative Meetings
2. Attendance and elaboration of lessons, skills, strategies, and leadership gained through participation
  - a. Have continued to learn and incorporate the leadership strategies learned and developed through participation in the above programs
  - b. Have continued to read and listen to leadership books, podcasts, webinars, and seminars

### Connections to Standards

Standard I: Instructional Leadership		Standard II: Management & Operations		Standard III: Family & Community Engagement		Standard IV: Professional Culture	
✓	I-A: Curriculum	✓	II-A: Environment	✓	III-A: Engagement		IV-A: Commitment to High Standards
✓	I-B: Instruction	✓	II-B: HR & Management Development	✓	III-B: Sharing Responsibility	✓	IV-B: Cultural Proficiency
✓	I-C: Assessment	✓	II-C: Sched & Mngmt Information Sys	✓	III-C: Communication		IV-C: Communications
✓	I-D: Evaluation	✓	II-D: Laws, Ethics and Policies		III-D: Family Concerns	✓	IV-D: Continuous Learning

✓	I-E: Data-Informed Decision Making	✓	II-E: Fiscal Systems		IV-E: Shared Vision
	I-F: Student Learning			✓	IV-F: Managing Conflict

### Student Learning Goal

**Effective Instructional Practices:** Lead and support the efforts within the district to ensure the use of effective instructional practices in all classrooms. Improved instructional practices coupled with strong student-educator relationships, within a culture of Social-emotional learning and a sense of belonging and support will allow students to achieve academic excellence.

#### Key Actions:

1. Schedule classroom and school visits at all four schools with and without the principal and program administrator
2. Engage in Data Wise discussions
3. Participate in the Bedford Instructional Leadership Course taught by Chris Olansen-Rilli to connect educator evaluations, Skillful Teacher, and Differentiation in preparation for a Bedford-specific teacher course.
4. Participate in the continued migration from an adapted evaluation system to the adoption of the MA DESE Educator Evaluation rubrics
5. Focus the Instructional Leadership Team members, including coaches and curriculum specialists, to provide targeted feedback to teachers in order to improve consistency within the district
6. Participate in Data Wise discussions led by Adam Parrott-Sheffer
7. Engage the Instructional Leadership Team in how to use the Data Wise Improvement Process to inform teaching and learning
8. Engage in the use of formative assessment as a problem of practice across the district
9. Focusing Leadership Team members on the use of formative assessments within their buildings in order to change our instructional practice to improve student achievement
10. Lead data-driven discussions with the Leadership Team and the Instructional Leadership Team
11. Monitor the Data Wise working groups, 6-12 Core Data Team (Dr. Clifford and Ms. Tracy), and the K-2 Data Wise Working Group (Dr. Clifford and Mr. Smaldone)
12. Establish and lead meetings with The Instructional Leadership Team to establish instructional best practices
13. Implement the use of the MASS DESE teacher evaluation rubrics [Resources: Rubrics - Educator Evaluation](#)
14. Continue to balance social-emotional supports, a diversified curriculum, and a strong sense of belonging for all students
15. Ensure educators and administrators have the skills and attributes to embrace the “Warm Demander” persona as outlined by Zaretta Hammond (p. 95) in *Culturally Responsive Teaching & The Brain*.

16. Encourage “Warm Demanders” to provide all students with the courage and safety to take more academic risks, gain confidence, and become independent learners who strive for academic excellence.

**Outcomes:**

1. A review of data and the analysis of the effectiveness of current teaching practices
  - a. Reviewed and monitored DataWise, RBT, Data Teams, The work of the Instructional Leadership Team, and the Leadership Team with Dr. Clifford
2. Understand the frequency and use of high-quality teaching practices with input from the Leadership Team and the Instructional Leadership Team
  - a. Through our work with RBT all instructional leaders understand, can recognize, and are recommending high-quality teaching practices throughout the evaluation cycle.
  - b. Continue to work with the leadership team to ensure that there is a proliferation of high-quality teaching practices in all four buildings and encourage the use of peer observations, coaching, and mentoring to turn islands of practice into widespread competencies throughout the district.
3. A greater understanding of effective instructional leadership
  - a. My understanding of effective instructional practices and leadership has been enhanced through our relationship with RBT and the courses offered to the leaders of the district.
4. Understand, analyze, disaggregate, and implement data-driven decisions regarding instruction
  - a. Through the DataWise process and the DataWise Equity process teachers and administrators have been able to more clearly understand, analyze, disaggregate, and implement data-driven decisions with regards to instruction in key content areas.

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District Improvement Goal #2	
<b>Implement Social Emotional Learning strategies throughout the district:</b> Support the implementation of Social-Emotional Learning at all schools to ensure students learn to develop healthy identities, emotions, achieve goals, show empathy, establish and maintain healthy relationships and make caring decisions.	
<b>Key Actions:</b> <ol style="list-style-type: none"> <li>1. Continue to support the PreK-12 Director of Counseling</li> <li>2. Support the implementation of Responsive Classroom, the Fly Five pilot at Davis and Lane, RULER and FLEX Block at JGMS, and ADVISORY at BHS</li> <li>3. Prepare an FY24 budget that supports the continued implementation of SEL Programming PreK-12</li> <li>4. Support the development of metrics to understand the impact of these programs on student mental health, well-being, and academic success</li> </ol>	
<b>Benchmarks:</b> <ol style="list-style-type: none"> <li>1. Presentation on the implementation of SEL initiatives</li> </ol>	

- a. As a Leadership Team, we continue to work on our SEL initiatives. Strengthening our RULER and Advisory Programs while we continue to search for an appropriate SEL program for Davis and Lane.
2. Present a budget that supports our SEL initiatives
  - a. The FY24 Budget included a second year of funding to investigate and pilot an SEL program or approach for the Davis and Lane schools.
3. Gather feedback on the efficacy of the SEL initiatives
  - a. Faculty have continued to garner feedback about the SEL initiatives in order to improve their delivery throughout the district.

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#### District Improvement Goal #3

**Implementation and dissemination of a DEI Statement and Action Plan:** Support the development, dissemination, and implementation of a statement of diversity, equity, and inclusion to enhance our ability to provide each student with the academic, social, and emotional support and services they need.

**Key Actions:**

1. Develop a DEI Statement
2. Work with the DEI Coordinator, the Leadership Team, the Instructional Leadership Team, and the School Committee to finalize a DEI Statement
3. Disseminate the statement to staff, students, families, and the community
4. Review all structures to ensure equitable access for all students
5. Work within each school to ensure that developmentally appropriate DEI measures are woven throughout the curriculum, instruction, and assessments in each classroom
6. Apply to pilot the new DESE Administrator evaluation rubrics
7. Review, examine, and pilot the new DESE evaluation rubrics to be more culturally responsive
8. Work with educators to understand their own implicit biases and the effect those biases may have on all children
9. Collaborate with the Bedford REMAP Committee on a town-wide DEI statement

**Benchmarks:**

1. The creation of a draft DEI statement
  - a. A draft DEI statement was created.
2. The dissemination of a DEI statement including adoption by the school committee
  - a. The DEI statement was adopted by the school committee and has been discussed with a wide array of faculty, community, and student groups.
3. Collaboration with community groups and organizations to ensure the DEI statement represents Bedford
  - a. We have discussed the DEI statement with community groups in order to represent the community as a whole.
4. Collaborate with administrators to review and recommend changes (if needed) that ensure equity in all programs
  - a. Administrators at all schools have reviewed instructional materials, literature, and curriculum content to ensure equity in all programs.
5. Presentation of the DEI statement to the community
  - a. The DEI statement was communicated to the community through the Superintendent's Friday Letter
6. Presentation of DEI events, workshops, book groups, and professional development
  - a. The District's November Workshop Day was dedicated to equity work, the March Day included equity work as well. Additionally, the district has offered faculty an opportunity to attend workshops, conferences, and book groups dedicated to equity.
7. Review of curricular materials at all levels to provide all students with mirrors, windows, and sliding doors
  - a. This curriculum review is ongoing in all four buildings

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