



2011-2012 Superintendent Goals

Purpose

- As the Board of Education has a clear vision of where the district needs to move, it has tasked the superintendent with specific goals for the 2011-2012 school year. While the job of the superintendent is complex and requires dedication to a multitude of tasks, this work needs to be clearly focused. These goals help the Board define specific, measurable goals that guide the work of the superintendent in this direction.

Purpose - Quantitative

- Three of the goals are quantitative, focused on measuring the work of the superintendent as defined by the Board's vision. They look for numeric results as a means of measuring the superintendent's ability to affect specific change in the district.

Purpose - Qualitative

Two of the goals are qualitative, measuring the superintendent's ability to put into place necessary policies, practices, and procedures that will shape the culture of the district in line with the Board's vision.

Quantitative

- Prescribed by State
- Developed by Board
- Directed by Executive County Superintendent
- Focus on Student Performance

Quantitative

- Focus on
 - Proficiency in Language Arts
 - Proficiency in Mathematics
 - Greater percentages of Advanced Proficient performance

Quantitative

- Focus on
 - Cohort performance
 - “year-over-year”

Quantitative Goal 1

1. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Language Arts.

Quantitative Goal 2

1. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Mathematics.

Quantitative Goal 3

1. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% shift in the number of students performing in the “Partially Proficient” and “Proficient” ranges on state assessments (in Grades 3-7 in 2011) to performance in the “Advanced Proficient” range (in Grades 4-8 in 2012) in Language Arts and Mathematics.

Qualitative Goal 1

Common Vision

- Strategic planning is the process of centering an organization on a focused course of action. It gives measurable purpose to its members and guides decisions involving the allocation of capital and human resources.

Qualitative Goal 1

Common Vision

- Research has found that for organizations in the public sector, success is measured by how effectively an organization meets its mission and makes a distinctive impact, relative to its resources (Collins, p. 5). Having a strategic plan, therefore, is essential to the success of Nutley Public Schools.

Qualitative Goal 1

Common Vision

- Strategic planning, done well, is a complicated and time consuming endeavor, and leading the effort is one of the most important undertakings an organization's leader can undertake as it will guide the organization's efforts for years to come.

Qualitative Goal 1

Common Vision

1. Components of Plan

- a set of Core Values
- an Analysis of the current state of the district
- a Mission Statement
- a Vision Statement
- Goals
- a Timeline
- Strategies
- Delimiters

Qualitative Goal 1

Common Vision

- the superintendent will manage a strategic planning initiative that will culminate, by the end of the academic year, with the presentation of a complete strategic plan that can guide district decision-making over the next five years.

Qualitative Goal 2

Common Language

- In order for an organization to achieve meaningful, large-scale goals, it must have a consistent way to identify, evaluate and improve its operations. This process must be based on a clear, commonly understood and used language.

Qualitative Goal 2

Common Language

- This language and these “procedures are the public’s guarantee that the members of a profession hold themselves and their colleagues to high standards of practice” (Danielson, p. 3). Other professions, “medicine, accounting, and architecture, among others – have well established definitions of expertise and procedures to certify novice and advanced practitioners” (Danielson, p. 2).

Qualitative Goal 2

Common Language

- School districts must have these frameworks for each of its critical positions to ensure that all personnel are working toward a similar mission, are working to an accepted standard, produce measurable, desired results, and are constantly supported to improve their professional practice.

Qualitative Goal 2

Common Language

- Professional Growth
- Professional Learning
- Accountability

Qualitative Goal 2

Common Language

1. Components of the Goal

- a clearly-defined set of Frameworks;
- a clearly-defined process that involves informal and formal observations;
- a formal process that includes pre- and post-conferences;
- a measurement of the effect of practice on student performance where measurable;
- an annual review that assesses the entire year against defined expectations and goals and establishes the foundation for future goals;
- the connection of professional development to district goals, evaluated need, and existing resources;
- the collection and analysis of the data produced by this formal system; and
- the annual reporting to the Board and the public on the findings of the system.

Qualitative Goal 2

Common Language

1. the superintendent will, by the end of the academic year, present to the Board a new evaluation system, congruent with current state recommendations, a report on the implementation of the system over the 2011-2012 school year, and the findings of the analysis of data generated through the new process.

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