

**Cambridge Public Schools**  
**DR. KENNETH SALIM**  
**STATEMENT OF INTEREST**

I am excited to submit my application to become the next Superintendent of Cambridge Public Schools. With experience as a superintendent, teacher and school district administrator, expertise as an instructional leader, and commitment to educational equity and excellence, I believe I can build on the success of the Cambridge Public schools and help lead the district to the next level of performance in collaboration with teachers, staff, families, community partners and civic leaders.

During my tenure as Superintendent of Weymouth Public Schools:

- Student achievement and results have improved district wide on MCAS in both growth and performance, the student drop-out rate has declined, and more students are participating in Advanced Placement courses and PSATs.
- As part of a comprehensive community engagement process where I spoke with over 100 stakeholders, we developed a new vision and strategy for the district with a focus on teaching and learning, effective use of data and family and community engagement in our economically diverse community.
- Innovative initiatives and partnerships that supported teacher development and student learning were developed with Harvard Graduate School of Education, Bridgewater State University and business partners and were recognized state-wide.

In Boston Public Schools, I led key academic initiatives that increased principal capacity, teacher quality and results for students.

- As the Senior Director for the Chief Academic Office, I led the re-organization of central office staff into cross-functional teams that better support schools, served on the district's contract negotiations team and co-led the implementation and management of the district's Race to the Top initiatives.

- As the Interim Assistant Superintendent for Professional Development, I led the planning and implementation of professional development for our district's principals and headmasters which focused on leading instructional leadership teams and improving teaching and learning. In this role, I also developed a system for reviewing and evaluating professional development proposals and oversaw the implementation of an online PD management system.

- In my previous role as the district's first Director of New Teacher Support, I created and implemented a nationally recognized model for inducting the system's new teachers. With a focus on standards-based instruction and accountability, I led a team of full-time teacher mentors who supported over 1,000 teachers during a three year period. In each of these roles, I managed department budgets and completed reporting requirements under the Massachusetts DESE and Federal regulations, policies and procedures.

My focus on professional development extends beyond my work at the district level. I have served as the President of Learning Forward (formerly known as the National Staff Development Council), a 10,000 member international association for learning educators. In this role, I have been able to apply my national expertise on professional learning standards to district policies and practices. I have also served as a member and facilitator of the national Professional Development Brain Trust convened by the Bill and Melinda Gates Foundation with 30 other education leaders.

Finally, I was selected as an Education Ventures Fellow by the Kauffman Foundation in 2011. This fellowship provided me with the opportunity to learn about innovative educational technology that advances teaching and learning. In addition, the Kauffman program also gave me the chance to develop an idea to increase college student persistence and success. This opportunity to study innovative practices at the post-secondary level have provided me with important insights into how we prepare students at the K-12 level.

In all of these positions and across these educational accomplishments, I brought my experience and perspective as a former classroom teacher with deep expertise in curriculum and assessment, who taught high school biology and Advanced Placement biology to nearly 750 students over my career. At my core is a belief in the power of learning.

As the first person in my family to graduate from college, I benefited from teachers who held me to high expectations and a community that instilled a love of learning. These experiences helped to shape my vision for schooling and commitment to student success. As educators, we have the privilege and duty to ensure that our young people have every opportunity to discover this power of learning and prosper on whatever path they choose.

**Please list the five accomplishments in your professional career of which you take the greatest satisfaction and why you do so.**

The five accomplishments in my career that I take the greatest satisfaction in are:

**1) District Vision and Strategy: Achieving Educational Excellence for Every Student**

As part of a comprehensive entry process in Weymouth Public Schools, I spoke with dozens of stakeholders in the schools and community to develop a shared vision for our students and schools. A district-wide strategy was developed to guide the work of the district at every level from individual teacher evaluations to school improvement plans. The strategy includes three levers: professional learning focused on the instructional core, effective use of data, and partnerships with families and community and serves as a guiding framework for all improvement efforts.

**2) Shifting a District Culture: Focus on Teaching and Learning at Every Level**

As part of my tenure as superintendent in Weymouth, I have improved the instructional leadership of principals and central administrators by implementing key strategic initiatives including Instructional Rounds, the educator evaluation system for administrators, and an enhanced school improvement planning process. I have aligned budget and operations processes with educational needs and developed a professional learning plan for all staff including central operations leaders, paraprofessionals and other staff that are usually not included in district improvement efforts.

**3) New Teacher Development Program: Supporting Novice Teachers with Focus on Instruction**

As the Boston Public Schools first Director of New Teacher Support, I designed and implemented a comprehensive induction and mentoring program for the district's new teachers that has been recognized as a national model by the New Teacher Center and the Annenberg Institute for School Reform. With a focus on the use of teaching standards and data, the New Teacher Development program leveraged the expertise of full-time master teachers to accelerate the development and classroom practice of beginning teachers. To date, this induction program has supported nearly 2,000 teachers. Both teachers (over 90%) and administrators (over 90%) reported that this level of support improved practice and results for students.

**4) Cross Functional Rapid Support Teams: Ensuring Efficient and Effective Central Office Supports**

As the Senior Director for the Chief Academic Office, I co-led the re-organization of central office staff into Cross Functional Rapid Support Teams that were more effective in responding to school based issues. With representatives from academic departments and related services, these school level teams (elementary, middle/K8 and high school) meet on a weekly basis to share and analyze data, take action on immediate school needs and plan necessary interventions. Based on research on the most effective ways to organize central office supports, these cross functional teams assumed greater ownership for schools and were more nimble in their support.

**5) Persistence Plus: An Innovative Model to Support College Student Success**

As a fellow in the Kauffman Foundation's Education Ventures Program, I was one of 23 individuals selected from over 1,000 applicants for a unique opportunity to develop an innovative educational model for scale. Through this fellowship, I developed Persistence Plus, a student support platform that leverages mobile technology and applies behavioral research to engage and support students to success. The model-"the Weight Watchers of college completion"-applies behavioral interventions to academic behaviors and mindsets associated with student success. With a focus on college student persistence and completion, this model has been featured by the Center for American Progress and continues to support thousands of students and thrive under the leadership of my founding partner.