**A Good Beginning: Planning for a Successful Transition as an Assistant Superintendent**

**M.A.S.S Resource Guide**

**Introduction**

The position of Assistant Superintendent is rewarding, challenging and impactful. The position spans many areas of responsibility. Some Assistant Superintendents focus on Teaching and Learning while others have School Finance and Human Resources as key areas of responsibility.

The local school district conditions including size, student population and demographics can also influence the specific duties and responsibilities.

The Guide is intended to provide you with some initial steps that will help you to learn about the district, to begin to craft a successful entry plan and to serve as an effective member of the district leadership team.

The current district assistant superintendent can be a valuable resource to assist you in becoming acclimated to the systems and procedure and policies and practices of the district. Some key areas for review include;

* What is the role of the Assistant Superintendent at the School Committee Meeting?
* How does the Assistant Superintendent support the work of the Leadership Team?
* How do the Superintendent and Assistant Superintendent communicate about the work of the district?

M.A.S.S has developed two programs to support leaders as they begin this work; The Assistant Superintendent Mentor Program and an Assistant Superintendent Leadership Seminar.

**Mentor Program for New Assistant Superintendents**

The Mission of this Program is to develop skills in strategic leadership, reflective practice and in developing strong relationships both across the district and throughout the community.

**Program Overview**

The program begins in the summer and continues through the end of the school

year in June. The mentor will meet with the assistant superintendent face-to-face

monthly. Additionally, through consistent communication and regularly scheduled

meetings, the mentor will assist the assistant superintendent in the following areas:

* Creating and implementing an entry plan
* Engaging with teachers and staff in support of teaching and learning
* Planning purposeful meetings and observations of practice
* Creating strong professional development programming
* Connecting with professional networks and organizations
* Writing and supervising federal grant implementation
* Communicating to stakeholders effectively
* Collaboration on effective practices in curriculum, instruction, and assessment
* Understanding federal, state, and local mandates
* Developing collaborative relationships with the superintendent and leadership

team

* Reflecting on leadership practice and consulting on leadership dilemmas

Mentors are selected from applicants who have demonstrated success for five or more years on the role of assistant superintendent. Mentors are match with new assistant superintendents who have similar job components, are in close proximity to the district and the professional goals of the new assistant superintendent.

**Assistant Superintendent Leadership Seminars**

The primary goal of the ***Assistant Superintendent Leadership Seminars* *(ASLS)*** is to support Assistant Superintendents as they navigate their first few years in the role.  ASLS offers three year-long seminar series: ASLS I, II and III.  The monthly seminars are highly interactive and draw from texts, articles, case studies, problems of practice, protocols, videos, guest speakers and panels of educational leaders.  The program welcomes all central office leaders.  Each year, directors of curriculum, business managers, pupil services directors, and personnel directors bring a diverse array of roles and perspectives to enrich the conversations.

**ASLS I:**  The Seminar has a strong focus on equity to align with the M.A.S.S Racial Equity, Diversity and Inclusion Strategy. An emphasis of the Seminar is to develop an appreciation for the importance of creating the conditions for a strong professional culture. The sessions are highly interactive and focus on applying theory to practice. Participants are invited to share both their challenges and successes.

**ASLS II:** Designed for those who have completed ASLS I, this series builds upon the shared understandings developed in the first year of the program.  Resources including texts, articles, case studies, videos, and discussion protocols focus the participants on their continuing understanding of leadership at the district level.  Sessions are designed to nurture and continue the supportive collaborative culture created in ASLS I.

**ASLS III:** Designed for those who have completed ASLS II, this series is organic in nature.  It is structured around the specific interests and experiences of the participants, who share success stories, present problems of practice, and lead discussions of participant-chosen topics.  Experienced assistant superintendents and other central office leaders who are not new to their leadership role may also be interested in joining this high-level discussion group.

Participants in these seminars form strong relationships with their fellow participants and become a source of collegial support.

Please contact Erica Hedrick in the M.A.S.S Office for registration information for either of these programs. [ehedrick@massupt.org](mailto:ehedrick@massupt.org) 781-541-5098.