



LINCOLN PUBLIC SCHOOLS

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SUPERINTENDENT

Superintendent's Annual Plan for Evaluation

The goals identified for the Superintendent's Annual Plan 2015 - 2016 for evaluation are aligned with the recommendations set forth in the Massachusetts Model System for Educator Evaluation, Part VI: Implementation Guide for Superintendent Evaluation. The identified goals are also aligned with the District Strategic Plan.

Professional Practice Goal: Facilitate regular meetings (Principal's Group) that include the Principals, Preschool Coordinator, Assistant Superintendent, and Superintendent to discuss leadership practices, share best practices, and develop consistent models in a variety of areas such as; discipline, developing faculty collaboration, data analysis, community building, calibration of evaluation practices, etc.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

Strategic Objective: Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

A1. Develop expertise in team-based collaborative practices.

A2. Develop instructional coaching capacity, for teachers and administrators, across the district

Key Actions:

- Facilitate Principal's Group meetings – Every other Tuesday from 2-4 p.m.
- Collaboratively develop a long-term agenda of topics relevant to the role of the principal and the needs of the district

Benchmarks:

- A long-term agenda is developed.
- A log of shared work and shared practices of the Principal's Group is kept.
- A log and samples of collaboratively developed work are kept.

Measures:

- Administrator feedback provided to the superintendent through the annual Superintendent Evaluation Feedback Survey related to the Indicators addressed by this goal are summarized.
- Collaborative work and decisions discussed and agreed upon in the Principal Group are observed in the instructional leadership practices of participating members.
- Participants provide feedback and reflection about what they gained as a result of the Principal's Group.

Student Learning Goal:

Work with the Administrative Team to develop our use of the Lincoln Key Yearly Measures of Academic Achievement. Use these measures to monitor student results at a district and school level, including information disaggregated by "high needs" subgroups including race.

Key Yearly Measures of Academic Achievement						
Literacy				Math		
Gr.	F&P	Common Writing Assessment	MCAS	Student Interview Model	MCAS	STAR
K	✓	✓		✓		
1	✓	✓		✓		
2	✓	✓		✓		
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓	✓
5	✓	✓	✓		✓	✓
6		✓	✓		✓	✓
7		✓	✓		✓	✓
8		✓	✓		✓	✓

Superintendent Evaluation Rubric: Indicator I – E

Strategic Objective: Assessment and Data: Assessment and Data are used in purposeful, meaningful ways to effectively promote and monitor growth

D1. Determine the primary data collection and analysis needs of the district and select and implement a data management system and other tools that allow faculty and administrators to utilize data to inform instruction and programmatic decisions, and assess the effectiveness of our practices

Key Actions:

- Work with the Administrative Team to create methods of presenting and reporting district data to constituent groups.
- Present district data and analysis to the Administrative Team and School Committee.
- Use the district data to develop guiding questions and goals for the district that will be considered during the strategic planning process.

Benchmarks:

- Methods of data collection and analysis are established for the Key Yearly Measures of Academic Achievement.
- A District Assessment Summary Report is created.

Measures:

- District Assessment Data is reported to the School Committee.
- Guiding questions and goals are developed based on the district data and presented to the Administrative Team, faculty, and the School Committee.

District Improvement Goal 1: Develop an understanding of teaching, learning, and school culture based upon the feedback provided by students in grades three through eight.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

Strategic Objective: Responding to Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students

Key Actions:

- Work with administrators and teachers on how to reflect upon the survey results and determine what can be learned from the survey results.
- Begin to develop baseline data that may inform the district, over time, of areas of strength and areas of growth.

Benchmarks:

- Solicit faculty volunteers, who administer the DESE Student Feedback Survey to participate in a study group on the use of student feedback.
- Work collaboratively with faculty volunteers on ways to respond to the feedback they receive from their students.

Measures:

- Summary report of the district level survey results including reflections on what we can learn from the data.
- Share faculty experiences with responding to student feedback and how it impacted their practice and the learning experiences of students.

District Improvement Goal 2: Develop a common knowledge base of collaborative practices for improving student learning to be used across the district.

Superintendent Evaluation Rubric: Indicators I-B, I-C, I-E, IV-D, IV-E

Strategic Objective: Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

A1. Develop expertise in team-based collaborative practices

Key Actions:

- Develop and implement a series of professional development sessions focused on collaborative practices that improve student learning.

Superintendent's Annual Plan
2015-2016

Benchmarks:

- Professional development and training for faculty and administrators on collaborative practices is conducted.
- A feedback tool to solicit information from participants regarding their learning as a result of the professional development is developed.

Measures:

- Summary report of feedback received from faculty and administrators about their experience and learning as a result of the collaborative practices sessions.
- Observation of faculty teams carrying out collaborative practices and the outcomes of their work.