



Rebecca McFall, Ed. D., Superintendent
Lincoln Public Schools
Ballfield Road, Lincoln, MA 01773

19-20:19
January 15, 2020

Core Values

- Excellence and Innovation in Teaching and Learning
- Respect for Every Individual
- Collaboration and Community

See Page 13 for
Employment
Opportunities

Superintendent's Bulletin

The Superintendent's Bulletin is typically posted on the Lincoln Public Schools website each Wednesday during the school year. It provides timely, relevant information about meetings, professional development opportunities, curriculum and program development, grant awards, and School Committee news.

Dear LPS Community,

It is with mixed emotions that I announce the anticipated retirement of Janice Gross, Executive Administrative Assistant to the Superintendent. We have worked together in varying capacities for almost 20 years, and she has been my right hand person since 2006, with the exception of my first year in Lincoln. Janice will be moving on to a well-deserved retirement in mid-April after serving as a central office administrative assistant for 31 years in the Weston, Wellesley, and Lincoln School Districts.

We will honor Janice along with our other retirees later in the year, but I felt it would be appropriate to inform the community of this mid-year transition prior to the posting of the position. The Executive Administrative Assistant to the Superintendent opening will be posted by the end of January with a search committee established by early February.

Please join me in thanking Janice for her outstanding service to our community and congratulating her on her upcoming retirement and successful career. I am extremely fortunate to have had such a competent, collaborative, and thoughtful partner in this work for so many years.

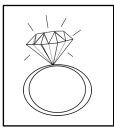
All the best,

Becky

District Calendar of Upcoming Events

- Monday, January 20 ... Martin Luther King, Jr. Day
Schools and Offices Closed
- Wednesday, January 22 ... Superintendent's Office Hours
8:00 – 10:00 a.m.
- Thursday, January 23 ... School Committee Meeting
7:00 p.m. – Hartwell Multipurpose Room
- Wednesday, February 5 ... School Building Committee Meeting (SBC)
7:00 p.m. – Hartwell Multipurpose Room
- Thursday, February 6 ... SBC Outreach Subcommittee Meeting
10:00 – 11:30 a.m. – Hartwell Multipurpose Room
- ... Superintendent's Office Hours
2:00 – 3:00 p.m.
- Monday, February 17 ... Presidents' Day – Schools and Offices Closed
- Monday February 17 –
Friday, February 21 ... February Break – Schools Closed
- Wednesday, February 26 ... School Building Committee Meeting (SBC)
7:00 p.m. – Hartwell Multipurpose Room
- Thursday, February 27 ... SBC Outreach Subcommittee Meeting
10:00 – 11:30 a.m. – Hartwell Multipurpose Room

We offer *congratulations to:*



- our colleague Nicole Branton, Lincoln School K-4 Grade 1 teacher, on her recent engagement.
- our colleague Naomi Konikoff – Lincoln School K-8 Coordinator for Student Services, on her recent engagement.



We offer condolences to Becky Eston, retired Lincoln School K-4 kindergarten teacher on the recent loss of her mother.

News and Information

To share news with your colleagues, email Janice Gross at jgross@lincnet.org



GREAT LEARNING

Julie Vincentsen, Principal, Hanscom Primary School

Since the fall, the Social-Emotional Support Team at Hanscom Primary School has been working with preschool, kindergarten, and first grade classrooms on helping students develop skills in the area of self-regulation. Self-regulation refers to self-control, self-management, and impulse-control. The Zones of Regulation curriculum ("The Zones") provides lessons designed to assist children in recognizing and responding to their own emotions and feelings. In addition to addressing self-regulation, students are increasing their emotional vocabulary, developing skills in 'reading' other people's expressions, learning perspective-taking, gaining insight into events triggering their own behavior, calming and alerting strategies, and problem-solving skills.

If you are interested in learning more about this program, the following resource may be helpful:

"The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control" written by Leah M. Kuypers, MA Ed. OTR/L and Michelle Garcia Winner

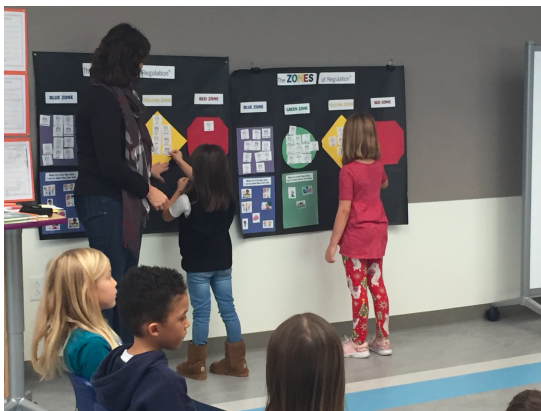
<http://www.zonesofregulation.com/index/html>

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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 From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com



Professional Development

To register for PD offerings, please complete an LPS Conference/Workshop Request Form available at:
<http://goo.gl/dlRDxZ>



INITIATIVES for DEVELOPING EQUITY and ACHIEVEMENT for STUDENTS

Winter/Spring 2020 IDEAS courses

IDEAS 25-hour (2 credits) courses

IDEAS 1: Anti-Racist School Practices to Support the Success of All Students (Section A)

This course is designed to introduce educators to the complex issues raised by race and racism and their impact on student engagement and achievement. This course will provide educators with an understanding of racial identity and the importance of building authentic student teacher relationships. This course will also help educators increase their skills of cultural proficiency.

Course dates: 3/21 & 5/30/20 8:30 am - 3:30 pm
4/2, 4/9, 4/30 & 5/14/20 4:00 pm - 7:00 pm
Snow Date: 4/11/20

Instructors: Johnny Cole & JoAnne Kazis

Location(s): Lexington High School on Saturdays and Lexington Central Offices for afternoon sessions

Cost: \$625 EDCO & IDEAS members (or 2 course slots)/\$750 non-members

Deadline for Registration: February 15, 2020

IDEAS 1: Anti-Racist School Practices to Support the Success of All Students (Section B)

This course is designed to introduce educators to the complex issues raised by race and racism and their impact on student engagement and achievement. This course will provide educators with an understanding of racial identity and the importance of building authentic student teacher relationships. This course will also help educators increase their skills of cultural proficiency.

Course dates: 2/3 & 3/2/20 8:30 am - 3:30 pm
2/10, 2/12, 3/9 & 3/11/20 4:00 pm - 7:00 pm
Snow Dates: 2/26 & 3/25/20 4:00 pm - 7:00 pm

Instructors: Jennifer Dirga & Edward Walker

Location: Loker School, Wayland

Cost: \$625 EDCO & IDEAS members (or 2 course slots)/\$750 non-members

Deadline for Registration: January 15, 2020

Participants who cancel must do so within 7 days of the start date to avoid a charge.

Courses with insufficient enrollment will be cancelled.

For more information or answers to any questions contact

kthomsen@edcollab.org or dmullaley@edcollab.org



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Professional Development, Continued

From: **Dubosarsky, Mia** <mdubosarsky@wpi.edu>
Date: Thu, Dec 12, 2019 at 12:33 PM
Subject: STEM Educator Certificate Course - Cohort 4 registration
To: Dubosarsky, Mia <mdubosarsky@wpi.edu>
Cc: Taylor, Donna L <dltaylor@wpi.edu>

Dear Education Leaders,

As you may know, the STEM Education Center has developed and piloted a **STEM Certificate Course for PK-12 educators**. We are now accepting registrations for the Winter/Spring course, which follows the Saturday format (6 Saturdays between January – May). The final project for this comprehensive course is an integrated STEM challenge that meets the standards of the high-quality integrated STEM rubric, developed for the course. The course can be taken for **PDP** and/or for **3-grad credits** (additional tasks and payment are required).

Information about the course, its sessions, and the expected work is attached and scholarships are available for educators who can't pay the full tuition.

The course is open to any PK-12 educator, as well as STEM coordinators. Some of the STEM challenges submitted by previous participants include preschool integrated coding-engineering-science-math challenges; a grade-2 art-coding-math challenge; a middle school earth science-technology-engineering challenge; and a high school ecosystem-engineering-marketing challenge. The detailed rubric is attached here for your review.

As education leaders who support high-quality STEM, I hope you will share this opportunity with educators at your school & district. We are happy to answer any question you or your colleagues may have.

STEM Certificate Course [Information](#) and [Registration](#).

Thanks in advance for sharing this course and wishing you all very happy holidays,

Mia

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**Mia Dubosarsky, PhD**  
Director, [Professional Development](#)  
PI, [Seeds of STEM](#)  
The STEM Education Center at WPI

**Worcester Polytechnic Institute**  
100 Institute Road, Worcester, MA 01609

508-831-5617 (office)  
508-831-5801 (fax)  
[mdubosarsky@wpi.edu](mailto:mdubosarsky@wpi.edu)  
[wpi.edu/+STEM](http://wpi.edu/+STEM)



## WPI STEM Educator Certification Course

The STEM Educator Certificate Course allows any teacher/educator to master the knowledge and skills required of STEM educators, while adapting the content to their students and community, to earn a STEM certificate from the STEM Education Center at WPI.

The course was developed, piloted, and revised based on input from over 150 educators. The course sessions weave together theory and practice, and course instructors model STEM pedagogy. Participants are asked to apply what they learned during the course by testing activities with students and reflecting on these experiences.

### Course Goals

- Empower and prepare all participating educators to plan and teach high quality STEM projects
- Increase participants' knowledge about the components of high-quality STEM education
- Enhance participants' STEM classroom practices
- Provide participating educators with tools and resources for planning, conducting, and coaching other teachers regarding HQ STEM experiences
- Engage participating educators in a Professional Learning Community (PLC) around STEM topics
- Grant STEM Educator certification to signify mastery of STEM education knowledge and skills

### Graduate Credits & Deliverables

The course is offered in two tracks: Certificate course (for \$720) and graduate level course, awarding 3 graduate credits from WPI (for \$1,500).

The deliverables for this course include the following:

1. Homework tasks
2. An integrated STEM challenge based on the rubric for high quality STEM experience
3. A research paper on one of the course's topics, due by the end of the Spring semester (only for educators applying for graduate credits)

### Format & key dates

The course is offered in two formats:

Winter/Spring course. Five Saturdays between January-May + one follow-up session on May 30th.

Participants apply what they learned each month in their classrooms and reflect on the experience. For graduate credit, the integrated STEM challenge is due on April 30<sup>th</sup> and the research paper is due on May 5<sup>th</sup>.

Summer/Fall course. Five-day course during the summer + two follow up sessions in October & November, allowing participants to try ideas and strategies in their classroom and reflect on the experience. The integrated STEM challenge is due on November 30<sup>th</sup> and the research paper is due on December 13<sup>th</sup>.

For inquiries please email Donna Taylor or Mia Dubosarsky at [stemcenter@wpi.edu](mailto:stemcenter@wpi.edu)

**STEM Educator Certificate Course: Rubric for STEM Challenge**

Adapted from: Dayton Regional STEM Center (2011), Quality STEM Framework, <http://daytonregionalstemcenter.org/wp-content/uploads/2012/07/Final-Framework-copyrighted.pdf>

| STEM Learning Quality Component                                                                                                                                                                                                        | Guiding Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Advanced                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Accomplished                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Needs further Work |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p><b>1. Integrity of the Academic Content</b><br/> <i>Quality STEM challenge is content-accurate, aligned to the relevant content standards, and engages students in one or more of the STE-M practices</i></p>                       | <ul style="list-style-type: none"> <li>• Is your academic content portrayed accurately and free of misconceptions?</li> <li>• Is your STEM challenge fully aligned with all of the standards that you have identified?</li> <li>• For advanced: did you identify STE &amp; math standards?</li> <li>• Is your STEM challenge (student instructions) fully aligned with the STE/M practices that you have identified?</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>□ The academic content for the STEM challenge is accurate</li> <li>□ The STEM challenge content is aligned with <u>one or more</u> grade appropriate <b>STE</b> academic standards</li> <li>□ The STEM challenge content is aligned with <u>one or more</u> grade appropriate <b>math</b> academic standards</li> <li>□ The STEM Challenge requires students to apply <u>two or more</u> <b>STE/M practices</b>.</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>□ The academic content for the STEM challenge is accurate</li> <li>□ The STEM challenge content is aligned with <u>one</u> grade appropriate academic standard from <b>STE or math</b></li> <li>□ The STEM Challenge requires students to apply <u>one</u> <b>STE/M practice</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |
| <p><b>2. STEM Challenge Assessment</b><br/> <i>Quality STEM challenge includes learning targets (LTs) that are aligned with standards and practices. The rubric provided to students contains most essential learning targets.</i></p> | <ul style="list-style-type: none"> <li>• Have you identified key vocabulary words?</li> <li>• Are knowledge learning targets aligned with content standards?</li> <li>• Are skill/reasoning learning targets aligned with practices?</li> <li>• Are product learning targets aligned with the criteria &amp; constraints of successful solution/design?</li> <li>• Does the rubric include the most essential LTs?</li> <li>• Are the rubric learning targets independent of each other (no 'double grading')?</li> <li>• Have you considered how much each section of the rubric will be weighted?</li> </ul> | <ul style="list-style-type: none"> <li>□ Knowledge LTs include key vocabulary words divided into 3-tier system.</li> <li>□ Knowledge learning targets are fully aligned with all content standards</li> <li>□ skill/reasoning learning targets are fully aligned with identified practices</li> <li>□ Product learning targets are fully aligned with the criteria &amp; constraints of successful solutions</li> <li>□ The rubric includes the most essential learning targets from each category (knowledge, skill/reasoning, product)</li> <li>□ Each rubric's LT is independent of each other</li> <li>□ Rubric's criteria are weighted based on assessment purpose (for grades 4 and up)</li> </ul> | <ul style="list-style-type: none"> <li>□ Knowledge LTs include a list of key vocab words.</li> <li>□ Knowledge learning targets are closely aligned with content standards <b>OR</b> Knowledge learning targets are fully aligned with some of the content standards</li> <li>□ Skill/reasoning learning targets are closely aligned with identified practices <b>OR</b> Skill/reasoning learning targets are fully aligned with some of the identified practices</li> <li>□ Product learning targets are closely aligned with the criteria &amp; constraints of successful solutions</li> <li>□ The rubric includes <u>some</u> essential LTs from each category (knowledge, skill/reasoning, product)</li> <li>□ Most rubric's LTs are independent of each other</li> </ul> |                    |



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*Professional Development, Continued*

*The information below is being shared by:*

*Blake Siskavich*

*Pronouns: He/Him/His*

*Lincoln School K-4 Music Teacher*

From: **Benski, Dawn M. (DESE)** <[dawn.benski@doe.mass.edu](mailto:dawn.benski@doe.mass.edu)>

Date: Wed, Nov 20, 2019 at 4:31 PM

Subject: Please share these opportunities with MA Arts Educators

### **Professional Learning Opportunities for Arts Educators**

#### **1) Take the Online Course: Overview of the 2019 MA Arts Curriculum Framework**

This two-hour online course provides a basic overview of the major shifts in the 2019 Massachusetts Arts Curriculum Framework. It consists of four self-paced, unlocking topic sections with embedded assessments at the conclusion of each to check for understanding. To learn more about the course contents, please view this short video overview.

View the video using this direct link Video Overview: Arts Online Course: [Video Overview: Arts Online Course](#).

Participants can self-enroll in the course by following this URL:

<https://canvas.instructure.com/enroll/EH8KFA>.

#### **2) Register for DESE's Professional Development Series on the Arts Curriculum Framework**

Earn 10 PDPs for participating in this professional learning series led by DESE's Arts Education Ambassadors in every region of the state. The series is comprised of the two-hour online course as a pre-requisite, followed by 8 hours total of in-person sessions that examine the major components of the new Arts Framework as they apply to practice. Participants engage collaboratively with authentic hands-on tasks that unpack the artistic practices and content standards.

Registration is open. Enroll by following the simple steps on this link: [PD Series Registration Flyer](#).

Many thanks in advance!

Dawn

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**Dawn Benski, Arts Content Support Lead**

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148

781-338-3235

[dawn.benski@doe.mass.edu](mailto:dawn.benski@doe.mass.edu) | <http://www.doe.mass.edu/instruction/>

*Pronouns: she, her, hers*



## Spring 2020 SEI Teacher Endorsement Courses

MATSOL is offering the Massachusetts Sheltered English Immersion (SEI) Teacher Endorsement Course this fall, taught by highly qualified and experienced instructors who have been English Learner educators in Massachusetts public schools.

Please forward to administrators in your district or colleagues who may need the endorsement!

**Kingston: starts January 6 - Mondays 4:00 - 7:00 PM**

**Chicopee: starts January 9 - Thursdays 4:00 - 7:00 PM**

**Taunton: starts February 3 - Mondays 4:30 - 7:30 PM**

For information and registration, see:  
[www.matsol.org/sei-teacher-endorsement-2019-2020](http://www.matsol.org/sei-teacher-endorsement-2019-2020)

**MATSOL**  
[www.matsol.org](http://www.matsol.org)





## Employment Opportunities

*The Lincoln Public Schools is committed to maintaining a work and learning environment free from discrimination on the basis of age, color, covered veteran status, disability, national origin, race, religion, sex, sexual orientation, gender identity, or housing status.*

Personnel presently employed by the Lincoln Public Schools are not required to submit a resume or letters of recommendation.  
 Please submit applications online via the District's secure online system at <http://www.lincnet.org> under "Employment Opportunities."

| School                 | Position                                                                                                           | Starting Date | Hours/Week<br>(If applicable)                                        | Compensation                            | Contact Information                                                                                                                                             |
|------------------------|--------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lincoln School         | • Custodian                                                                                                        | TBD           | 40 hrs/wk<br><br>10:30 a.m. –<br>7:00 p.m.                           | \$20.94/hr<br>(Step 1)                  | Michael Haines<br>Facilities Coordinator<br>781-259-9400, X4305<br><a href="mailto:mhaines@lincnet.org">mhaines@lincnet.org</a>                                 |
| Preschool at Hanscom   | • SPED Aide                                                                                                        | Immediately   | 20 hrs/wk                                                            | \$19.83/hour                            | Lynn Fagan<br>Preschool Coordinator<br>781-259-9889<br><a href="mailto:lfagan@lincnet.org">lfagan@lincnet.org</a>                                               |
| Hanscom Primary School | • Crossing Guard                                                                                                   | Immediately   | 2.5 hrs/wk                                                           | \$18.77/hour                            | Julie Vincentsen, Principal<br>Hanscom Primary School<br>781-274-7721, X6300<br><a href="mailto:vincentsenj@lincnet.org">vincentsenj@lincnet.org</a>            |
| Brooks School          | • Special Education Tutor                                                                                          | Immediately   | 14 hrs/wk<br>(Mon, Tu, Thr<br>Fri 9-11:40am<br>Wed 8:35-<br>11:55am) | Based on<br>Education and<br>Experience | Naomi Konikoff<br>Coordinator for<br>Student Services<br>Lincoln School K-8<br>781-257-0987<br><a href="mailto:nkonikoff@lincnet.org">nkonikoff@lincnet.org</a> |
| District               | Executive Administrative Assistant to the Superintendent<br><br>*Application Deadline: 4:00 p.m. February 13, 2020 | April 6, 2020 | 40 hrs/wk                                                            | Based on<br>Education and<br>Experience | Becky McFall<br>Superintendent<br>781-259-9409, X4100<br><a href="mailto:bmcfall@lincnet.org">bmcfall@lincnet.org</a>                                           |
| District               | • Substitute School Nurse<br>RN or LPN<br>Certification<br>Required                                                | As Needed     | TBD                                                                  | \$180 Full Day<br>\$90 Half Day         | Mary Emmons<br>Adm. For Student Services<br>781-259-9403, X4401<br><a href="mailto:memmons@lincnet.org">memmons@lincnet.org</a>                                 |
| District               | • Day-to-Day Substitute                                                                                            | As Needed     | TBD                                                                  | \$100 Full Day<br>\$60 Half Day         | Suzette Brydie<br>Substitute Coordinator<br>781-259-9402<br><a href="mailto:sbrydie@lincnet.org">sbrydie@lincnet.org</a>                                        |
| District               | • Cafeteria Worker Substitute                                                                                      | As Needed     | TBD                                                                  | \$14.45/hour                            | Cathleen Higgins<br>Food Services Coordinator<br>781-259-9400<br><a href="mailto:chiggins@lincnet.org">chiggins@lincnet.org</a>                                 |

\*Electronic application for this position will be posted on or before January 30, 2020.