



Core Values

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

Employment  
Opportunities  
Listed on  
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## SUPERINTENDENT'S BULLETIN

*The Superintendent's Bulletin is typically posted on the Lincoln Public School 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,

As we move into the final segment of the 2016 – 2017 school year, educators begin to be pulled in even more directions than usual. We are working hard to continue to provide the best learning experiences for students through the final weeks of school and, we are doing our best to plan and prepare for the 2017 – 2018 school year to come.

There will be culminating projects and events as well as committees and conversations to make important decisions for the new school year. Please remember our core value of Collaboration and Community that includes the statement, *"We assume good will and the best intentions and are forgiving of mistakes or oversights in communication that are bound to occur from time to time."*

Especially at this time of year, we can get moving pretty fast, and although our intent is to be inclusive, our attempts to complete decisions and tasks may result in errors of communication or process. If this occurs, it is always best to gently remind each other of the need to slow down and ensure that we are operating in a manner that is in accord with our Core Values. If you have not read them lately, this is a good time to take a minute to remind ourselves of our aspirations for how we interact as a community (<http://www.lincnet.org/Page/3154>). I will be doing this myself.

Below are a few highlights of the many events that are taking place at this time:

### **Tonight**

The Lincoln School Committee and administration invite parents, faculty, and community members to provide input into developing the school district's 2017-18 strategic priorities at the third annual Strategic Priorities Community Forum on **Thursday, April 27** from 7–9 p.m. in the Hartwell Multipurpose Room.

The meeting will feature an overview of the school district vision and strategic plan; faculty presentations of current classroom practices that represent the district's priorities; and community conversation about hopes, expectations, and priorities for the district to consider for the coming year.

Developing the annual District Strategic Plan involves gathering input from stakeholder groups, a review of the district's progress toward achieving current goals, and discussion of appropriate next steps in order to move forward toward achieving the district's vision for education in the Lincoln Public Schools. The district's current strategic priorities are focused on the delivery of curriculum and instruction that engages students at high levels and supports the academic, creative, social, and emotional development of all students.

### **Hanscom Primary School Move**

Over the April vacation week, Hanscom Primary School moved into their new home for the next two years while a new school is being built. Many, many thanks to the faculty, administrators, facilities and custodial crews, technology staff, and administrative support staff who worked so hard to develop a smooth transition and be ready to meet students on Tuesday morning. It was a herculean team effort! You all did an amazing job on relatively short notice.

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*Superintendent's Letter, Continued*

**The District Art Show** will take place in the Hartwell Building from May 15 – 23 with a reception on May 18<sup>th</sup> from 4pm – 6pm. This is always an inspiring community event. I hope to see you there.

**Assistant Superintendent Search**

Our search process is underway, and we will be interviewing candidates next week. Remember that the process is completely confidential until finalists are selected so, please be respectful of your colleagues on the search committee by not asking them for specific information that they cannot share.

**For your Planning**

We are holding May 8, 9, and 11 for finalist days. On these days, there will be opportunities for faculty parents, and administrators to meet with the finalists. We are in the process of developing the schedule that will be shared with you as soon as possible.

**For Parents**

On May 8, 9, and 11, there will be parent sessions to meet the finalists right after morning drop off on the Lincoln campus and right before afternoon pick up on the Hanscom campus. Please mark your calendar.

Please thank the members of the Search Committee for volunteering an enormous amount of time to participate in this important process.

**Search Committee:**

Superintendent – Becky McFall  
Administrator for Student Services – Mary Emmons  
Director of Technology – Rob Ford  
Elementary Principal – Sarah Collmer  
Middle School Principal – Erich Ledebuhr  
Teacher – Matt Reed  
Teacher – Loretta D'Alessandro  
Curriculum Specialist – Gwen Blumberg  
Curriculum Specialist – Carolyn Shannon  
Curriculum Specialist – Kathy O'Connell  
Parent – Trintje Gnazzo, PTO co-president

All the best,

*Becky*

## District Calendar of Upcoming Events

- Thursday, April 27 . . . Superintendent's Office Hours  
2:00 – 4:00 p.m.
- . . . 3<sup>rd</sup> Annual Strategic Priorities Community Forum  
7:00 – 9:00 p.m., Hartwell Multipurpose Room  
*(The School Committee and School Administration invite parents, faculty, and community members to provide input into developing the district's 2017-2018 Strategic Priorities.)*
- May 15 – 23, 2017 . . . District Art Show – Hartwell Building  
Weekdays from 7:30 a.m.-5:30 p.m.

### Grade 8 Graduation Dates:

Hanscom Middle School – Wednesday, June 14, 2017

Lincoln School 5-8 – Thursday, June 15, 2017

**Last Day of School for All Students – Hanscom and Lincoln Campus  
Friday, June 16, 2017 – Half Day of School**

## News and Information

To share information with your colleagues, please email Janice Gross at [jgross@lincnet.org](mailto:jgross@lincnet.org)



## Great Learning

Erich Ledebuhr, Principal, Hanscom Middle School

### Concord Middle School Celebrates Month of the Military Child

On Monday afternoon, sixth, seventh, and eighth grade students from HMS Creating Community and Student Council, welcomed students, parents, and the principal from the Concord Middle School, who graciously came to celebrate month of the military child with purple and blue goodie bags filled with letters of thanks, toys, and treats. What a message of appreciation for our students!

The students and parents from Concord got a chance to talk with our students and find out about what it was like to be a military child. They wanted to know how many times students had moved, how long they had attended HMS, and what students liked best about being a military child. Following our discussion, students led the Concord students and parents on a tour of our school.

Both students and parents from Concord were impressed with the enthusiasm and spirit with which they were welcomed to our school! In addition, our students were proud to share their Hanscom pride!

The visit was heartwarming and the first time another school other than Lincoln has reached out to celebrate our students.



*News and Information, Continued*

A public celebration of the life of Nancy Zuelke will be held on Thursday, May 4, 4:30–6:00 p.m. at the Pierce House, 17 Weston Road, Lincoln, MA. Remembrances shared.

Refreshments will be served.

Please RSVP to the Town Clerk's office at 781-259-2607 or [brookss@lincolntown.org](mailto:brookss@lincolntown.org).



## **The Ants and the Grasshoppers and The Tortoise and the Hare**

**Directed by Carly Evans**

**Kirshner Auditorium  
Lincoln-Sudbury Regional High School**

**April 28 6:00 pm  
April 29 2:00 pm (Sensory Friendly)  
April 29 6:00 pm  
April 30 2:00 pm**

**Adults \$15  
Students/Seniors \$8  
Children 5 and under \$5**

**lsbtickets@gmail.com**

**"The Ants and the Grasshoppers" and "The Tortoise and the Hare"  
are presented by special arrangement with  
SAMUEL FRENCH, INC**



## Professional Development

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

### From Authentic Education

#### Understanding by Design

Summer Institute

July 6 - 7, 2017

Hartford, CT

Join Authentic Education co-founder Denise Wilbur for a highly interactive, multi-media workshop on the Understanding by Design framework. Work with colleagues from around the world for two intensive days to:

- Explore the role of meaning-making and transfer in learning for understanding
- Create draft units of study in the UbD 2.0 template
- Craft essential questions and use them to build understanding
- Develop authentic assessments that assess for transfer
- Design an engaging and effective learning plan
- Engage in thought-provoking exercises and simulations that deepen understanding of the key ideas and issues

You will leave with a comprehensive set of practical strategies, tools, model units, and professional development resources for ensuring that your classes and schools are understanding-focused and equip students to transfer their learning to challenging, new situations.

This workshop is designed for both teachers and administrators, of all levels of experience with UbD.

To register, click <https://goo.gl/WDOdlB>.

### From DESE

#### Sheltered English Immersion (SEI) Surveys:

The Department is surveying teachers and administrators in order to collect the data that will inform future sheltered English immersion projects and guidance. Each survey will prompt the reader to share the instructional planning processes and instructional practices that they commonly use or observe. The surveys are anonymous. The [teacher survey](#) is for SEI educators, coaches and specialists. District and school leadership – please take the [administrator survey](#).

### From EDCO – Summer Courses (More to be added in coming weeks.....)

For registration information, click <https://goo.gl/6ic2FS>.

Did They Really Get It? Web Tools to Help with Assessment - online 6/26 - 7/31

Digital Storytelling to Enhance Student Literacy - online 6/26 - 8/28

Extreme Makeover: Design a Thematic Unit for Foreign Language - 6/26

Scaffolding Content for ELLs and All Learners - 6/29\

Lindamood Phoneme Sequencing (LiPS) - 7/10

Using Film to Help Students Learn Regional Characteristics of Spanish - online - 7/10 - 8/21

Using Movement as a Major Player in the Learning Process - 7/10

Designing Curriculum Based on Original Documents and Artifacts at the Museum of World War II - 7/11

Walking in an ELL's Shoes - 7/12

*Professional Development, EDCO Summer Courses, Continued*

Mindfulness in the Classroom - 7/18  
Teach the Writing Process: Equip Your Students to Write Effectively with Confidence, Purpose, and Enjoyment - 7/18  
Managing Challenging Caseloads for Occupational Therapists: Putting the Fun Back in Function - 7/24  
Wilson Reading System Introductory Workshop - 7/24  
Wilson Reading System Level One Certification - SY -18, Start up TBA  
Successful Inclusion in the Arts Classroom - 7/31  
Book Backdrops - Connecting Historical Fiction Children's Literature and Primary Sources from the Library of Congress - 8/1  
Fostering Mathematical Practices in English Language Learners and Students with Disabilities - 8/8  
Supporting Self-Regulation in Early Childhood - Seven Teaching Practices to Build a Strong Foundation in PreK and K - 8/8  
Common Misconceptions, Misunderstandings, and Mishaps in the Spanish Language - 8/9  
MA SEI Teacher Endorsement Pre-K and K - 9/26



**Gene Thompson-Grove's** work focuses on building the capacity for transformational learning. She has 35 years of experience leading seminars on creating professional learning communities, coaching collaborative learning groups, examining student work collaboratively, developing facilitative leadership skills, and designing and facilitating adult learning experiences. She is a founding Board member of the School Reform Initiative (SRI).

For more information on offerings below, contact Gene Thompson-Grove at: [genetg@gmail.com](mailto:genetg@gmail.com) or 508-566-6664. For additional information click <http://www.schoolreforminitiative.org/events/>.

## Reflection Retreat

June 29-30, 2017

First Parish Church, Brookline, MA

Come join other SRI affiliates at this annual end of the year Reflection Retreat. Limited to 20 educators. **Free for those who donate any amount to SRI's Dream Big Campaign** (Gene Thompson-Grove's fundraising page). **All others: \$250.**

## Designing for Adult Learning: Practices that Transform

July 27-28, 2017, Boston, MA

While important, strong, responsive facilitation is not all we need to support adults as they learn – the design of that learning is equally important. And if we believe that adults all come with the capacity to do the work involved in learning, it becomes critically important that we create designs that maximally support them.

### WHAT:

Assumptions about Adult Learners  
Principles of Adult Learning  
Constructivist Adult Development  
Sequencing Learning Tasks with the 4 A's  
8 Steps of Design

### SO THAT:

Learners can design meaningful agendas for adult learning, which results in improved and/or transformed educator practice that leads to increased student learning

### WHAT FOR (What learners will do with the content):

Explore assumptions – our own and others – about how adults learn.  
Consider principles of adult learning and constructivist adult development and apply

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*Professional Development, SRI Offerings, Continued*

Evaluate the role of adult learning tasks in promoting authentic accountability.  
Analyze and apply eight steps of design.  
Develop and receive feedback on a professional learning agenda.

### **Practices and Principles of SRI Critical Friendship (5-day seminar)**

**July 31-August 4, 2017**

**August 14-18, 2017**

**Times: 8:30am-4:00pm**

**Cost: \$950**

**Cambridge School of Weston, Weston MA**

**The Inly School, Scituate MA**

The Institute on using the Principles and Practices of SRI Critical Friendship is designed to give educators the background information, skills and practice necessary to effectively lead collegial groups of all kinds, but especially, those focused on educational equity. Participants leave with insights and tools necessary for responsive facilitation and effective collaboration. All who are interested in being part of a learning community committed to equity with other educators, as well as those who are interested in supporting teacher-directed professional learning, are invited to attend.

Groups of educators who use the principles and practices of SRI critical friendship, facilitative leadership and adult development commit themselves to learning - with and from one another. Each group has a coach or facilitator who helps the group build trust by engaging in meaningful work while providing a safe environment for taking risks. This person is a member of the group, while helping others learn the skills that promote reflection, innovation, and making the work of teaching and leading visible. Participants will:

- ❖ **Learn** how to build and sustain a learning community among colleagues
- ❖ **Assemble** a resource kit of protocols designed to make effective use of on-going collaboration time – whether it is with a grade level team, department colleagues, or others in an intentional, professional learning community
- ❖ **Practice** giving authentic feedback on student work, curriculum, and educator dilemmas
- ❖ **Learn** techniques for facilitating text-based conversations and reflective dialogues
- ❖ **Engage** in conversations about how issues of equity affect the ways principals lead, teachers teach, and students learn
- ❖ **Explore** how to reflect on and document teacher and student growth

### **DISRUPTIVE EQUITY EDUCATION**

**August 10-11, 2017 and September 26-27, 2017**

**Greater Boston Area**

**Times: 8:30am-4:00pm**

**Cost: \$750**

Dr. Darnisa Amante from the Disruptive equity Education (DEEP) and Gene Thompson-Grove from the School Reform Initiative (SRI) are partnering to take up these questions:

What does it mean to be an educational leader who supports students of color?

How can educators create and support the conditions for educational equity and racial justice in our schools?

How do issues related to race, gender and implicit bias impact our perceptions of students of color?

During the four-day seminar, we will explore the adaptive and complex challenges of leading for racial equity through the use of Dr. Darnisa Amante's DEEP (Disruptive Equity Education Project) Framework and SRI's tools and protocols. Participants can expect to reconnect to their purposes for doing educational equity and racial justice work – consider the personal assumptions, biases and immunities that keep them from fully realizing their commitment to this work – and engage in deep discussions of critical race theories as they create plans to bring the work back to their contexts.


The Disruptive Equity Education Project (DEEP) Framework offers a comprehensive, transformational process that brings participants through six key stages of equity work through the use of interactive experiences and personal reflection: the Reckoning, Narratives, Inner Work, Critical Race Theories, Transformative Culture, and Building Capacity. While we know all of us are in different places on the journey toward understanding and

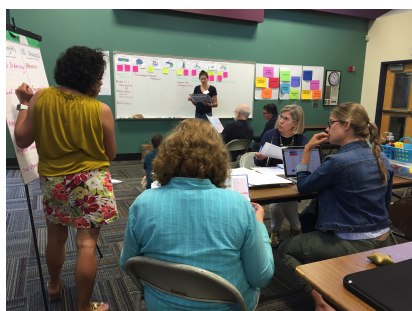
*Professional Development, SRI Offerings, Continued*

fighting for equity, the framework is designed to meet all participants where they are. Through fostering empathy and confronting our immunities to change, we make commitments to sustainable actions that create more equitable schools from the inside out.

**Dr. Darnisa Amante**, as an educational and racial equity strategist, is deeply committed to the study of culture; innovation; and experiential ways to transform organizational and school culture on issues of racial equity. Since earning her master's degree in Anthropology from Brandeis University, and her doctorate from Harvard's Educational Leadership Doctorate (Ed.L.D.), Dr. Amante has honed her expertise of culture and communities of color with school and organizational leaders to build capacity in racial equity, parent engagement and design and implementation of equity-based initiatives for leaders, students, and parents.

As the CEO of the Disruptive Equity Education Project (DEEP), Dr. Amante and her team support individuals and organizations using an innovative race and equity framework. This framework and its accompanying toolkit assists schools and organizations in their efforts to surmount the adaptive challenges that arise when working towards racial equity and creating teams that strive together for equitable outcomes. Dr. Amante believes that such challenges can be mitigated using one's purpose; storytelling; and by doing the deep inner work that makes tackling issues of equity, racial equity, and parent engagement so complex for individuals and teams.

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|  | <p><b>Using a Neurodevelopmental Lens</b><br/><b>August 23-25 and October 19-20, 2017</b><br/><b>Greater Boston Area (exact location TBD)</b></p> |
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Have you ever been in a student work session and observed someone pulling out the All Kinds of Minds placemat to analyze the student work, and wish you knew how to use the tool?

This course (3 days in August, followed by two days in late October when school is in session) supports K-12 educators as they develop a better understanding of how to adapt instruction and design targeted interventions based on students' neurodevelopmental learning profiles. Participants learn to use the All Kinds of Minds framework and a strength-based approach to support students' uniquely wired minds, and to create more effective accommodations and learning tasks.

The course methodology includes hands-on exercises, case studies and guided practice. In October, we will use student cases from participants' schools. By the conclusion of the course, participants will have:

- Learned to use a neurodevelopment framework and its eight *constructs* to understand learning and its variations.
- Examined student cases and student work using a neurodevelopmental lens.
- Explored instructional strategies – accommodations and interventions - that leverage student strengths and interests while addressing weaknesses.
- Learned how to use the *Management by Profile* protocol to partner with students to manage their learning differences in a hopeful and optimistic way.
- Developed a common language about learners and learning to use with colleagues, students, and families - allowing conversations about student learning challenges to move beyond labeling.

**COST: \$950 August/October session; \$750 August session only**

**Gene Thompson-Grove** has been facilitating All Kinds of Minds courses for educators K-12 for ten years, and has taught classroom teachers, child study team members, and administrators to use the AKOM tools, processes, beliefs and content to create more effective accommodations and interventions for struggling students.

## Employment Opportunities

*Lincoln Public School District 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.

If no job is posted on the website, please contact the administrator listed after each position noted below.

### Current Openings

#### Hanscom Primary School

• **Gr2 Instructional Assistant**, 12.5 hours per week. Start Date: Immediately through the end of the school year – non-benefits eligible. Compensation: \$17.42 per hour.

• **Gr3 Instructional Assistant**, 25 hours per week. Start Date: Immediately. Compensation: \$17.42 per hour; benefits eligible position.

Contact Kristen St. George, Principal at 781-274-7721 or x 6300 or via email at [stgeorgek@lincnet.org](mailto:stgeorgek@lincnet.org).

#### Hanscom Middle School

• **1.0 Science and Technology Teacher**, grade 7/8. Start date: August 28, 2017. Compensation: as per Teacher's Contract. **Deadline to apply: April 26, 2017.**

Contact Erich Ledebuhr, Principal at 781-274-7720 or x 7300 or via email at [ledebuhre@lincnet.org](mailto:ledebuhre@lincnet.org).

#### Preschool at Lincoln

• **Extended Day Assistant**, Friday afternoons from 12:15-4:15 p.m. Start date: Immediately. Compensation: \$22.04 per hour. Non-benefits eligible.

• **Special Education Tutor**. Immediately – end of school year.

Contact Lynn Fagan, Preschool Coordinator, at 781-259-9889 or via email at [lfagan@lincnet.org](mailto:lfagan@lincnet.org)

### Lincoln Extended School Year (ESY) Openings See March 29 or April 5 Bulletin for Complete Details <http://www.lincnet.org/superintendentbulletin>

- Preschool ESY Lead Teacher
- Preschool ESY Teacher
- Preschool ESY Substitute Tutors
- Preschool ESY Tutors
- ESY Tutors
- ESY Substitute Tutors
- Lincoln ESY Teacher

- Hanscom ESY Teacher
- ANTICIPATED – Hanscom ESY Tutor
- ESY Speech and Language Therapist
- ESY Occupational Therapist
- ESY Physical Therapist
- ESY/Nurse

For questions on any of the ESL openings listed above, contact Scott Dixon at 781-724-7720, X7452 or via email at [dixsons@lincnet.org](mailto:dixsons@lincnet.org).