



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

16-17:29
May 3, 2017

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 Faculty and Staff,

I want to inform you that within the next week or two, a Community Survey will be sent to all families with children in the Lincoln Public Schools.

The Community Survey was sent to our families for the first time in the spring of 2015. The results from 2015 will serve as a baseline for comparison with this year's results.

The feedback we receive, along with our own understanding of our schools and the district, will help to inform our development of District Strategic Priorities and School Improvement Goals. Receiving feedback from our community is a tremendous opportunity and gift. Our ability to reflect and grow is dependent upon receiving feedback. In the same way that our students develop their academic and interpersonal skills as a result of the feedback you provide, we need to receive feedback openly and consider how we can use it to celebrate our strengths and consider next steps for growth.

The results of the survey will be shared both internally and with the community. No information that identifies individuals will be shared publicly. I want to acknowledge that the unknown of what the results of a community survey will present can cause feelings of uncertainty and anxiety about the process. However, I want to emphasize my belief that in order to be continual learners and strive to continually grow, we must be open to receiving feedback and considering how to use it in purposeful ways. I have included our Core Values below as a reminder of our commitment to collaboration and community, continual learning, and excellence and Innovation.

All the best,

Becky

Excellence and Innovation in Teaching and Learning

The Lincoln Public Schools aspire to provide authentic learning experiences that allow children to develop the life-long learning skills of critical thinking, problem solving, communication, and collaboration. Deep learning that allows for creativity and individualization is highly valued. We believe that taking risks in teaching and learning leads to growth and an intrinsic desire for continual learning.

We aspire to engage every child in learning that is appropriately challenging for their developmental level and their individual level of readiness. We strive to provide a learning environment that allows students and educators to develop a growth mindset, where perseverance, risk taking and challenge lead to learning.

We believe that clear expectations for learning paired with continual meaningful feedback leads to high levels of achievement. Learning is a social endeavor that is dependent upon high levels of collaboration between educators, between students, and between educators, students, and families. We encourage educators and students to infuse their passion and aspirations into their work.

Superintendent's Letter, Continued

Respect for Every Individual

The Lincoln Public School community strives to embrace our differences and build upon our similarities. We strive to create a safe, inclusive learning environment that values our varied beliefs and differences in race, ethnicity, culture, language, socio-economics, gender identity, sexual orientation, learning differences, and family configurations. We work to engage in conversations that deepen our understanding of our differences and to learn from our collective experience. We acknowledge our biases in order to build empathy and understanding. We strive to create a learning environment in which educators, students, and families can share their beliefs and cultural practices and work collectively to develop practices that are respectful of all members of the community. We strive to develop understanding of world cultures beyond our community to assist our students in becoming contributing members of the global society.

Collaboration and Community

The Lincoln Public Schools strive to create a learning community that provides opportunities for all voices to be heard. We value open and honest communication that leads to greater understanding and creative solutions to complex problems. We strive to create an environment where everyone feels safe to express their thoughts and feelings. 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.

We strive to instill in students a sense of ownership of the Lincoln learning community and a responsibility to themselves and their local, national, and global communities. We work to model the belief that concern for the well being of others and the environment is a civic obligation.

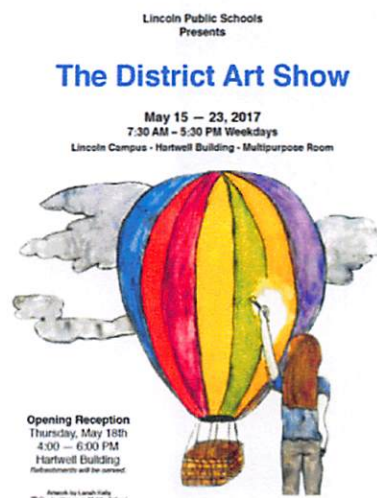
We acknowledge a collective responsibility for the education of our children. We expect that educators will collaborate with each other to set high expectations for teaching and learning and include students and families in conversations about how to best meet the needs of our children.

The District Art Show

I encourage everyone to visit the District Art Show that will take place in the Hartwell Building May 15-23. This annual event showcases the talent of our Hanscom and Lincoln students!

The formal reception will take place on Thursday, May 18 from 4:00-6:00 p.m. in the lobby of the Hartwell Building.

This is a special opportunity to visit with the art teachers and the many Hanscom and Lincoln students and their families who attend.



District Calendar of Upcoming Events

- Thursday, May 4 . . . Superintendent's Office Hours
3:00 – 5:00 p.m.
- Thursday, May 11, 2017 . . . School Committee Meeting
7:00 p.m. **Donaldson Room, Town Hall**
- Monday, May 15 – . . . District Art Show – Lincoln Campus, Hartwell Building
Tuesday May 23, 2017 Weekdays from 7:30 a.m. - 5:30 p.m.
- Thursday, May 18 . . . District Art Show Opening Reception
4:00 – 6:00 p.m. – Lincoln Campus, Hartwell Building
- Wednesday, May 31 . . . Superintendent's Office Hours
8:00 a.m. - 10:00 a.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



Great Learning

Sharon Hobbs, Lincoln School 5-8 Principal

On Saturday, April 29, eighteen actors, three student technicians and stage crew, and several support adults, took the play, "The Happiness Shop," to the Massachusetts Middle School Drama Festival in Westford. The play is a one-act "dramedy" about kids and what it means to be happy. It has a little bit of a "Twilight Zone" feel to it! The students have been working in class since September to prepare: exploring the meanings in the play, developing character back stories, experimenting with the impact of different staging choices, and rehearsing their roles. The festival was a fantastic day for the students, who get to meet other theatre kids, see a wide variety of plays, and perform for a large and supportive audience.

The students designed their own costumes and make up and did their own lighting and sound work. Three eighth graders, Max Borden, Maria Hamandi, and Joanna Schwartz, received acting awards for their good work.



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.



Professional Development

~~~ If a link is not working, try copying and pasting it into your browser.~~~

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

## 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>.



*Professional Development, Continued*

## 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  
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/>.

*Professional Development, SRI Offerings, Continued*

## 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  
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

Cambridge School of Weston, Weston MA

August 14-18, 2017

The Inly School, Scituate MA

Times: 8:30am-4:00pm

Cost: \$950

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

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*Professional Development, SRI, Practices and Principles of SRI Critical Friendship, Continued*

- ❖ **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 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.



Professional Development, SRI Offerings, Continued



**Using a Neurodevelopmental Lens  
August 23-25 and October 19-20, 2017  
Greater Boston Area (exact location TBD)**



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-  
*Professional Development, SRI Offerings, Continued*

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.

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

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| <ul style="list-style-type: none"><li>• Preschool ESY Lead Teacher</li><li>• Preschool ESY Teacher</li><li>• Preschool ESY Substitute Tutors</li><li>• Preschool ESY Tutors</li><li>• ESY Tutors</li><li>• ESY Substitute Tutors</li><li>• Lincoln ESY Teacher</li></ul> | <ul style="list-style-type: none"><li>• Hanscom ESY Teacher</li><li>• ANTICIPATED – Hanscom ESY Tutor</li><li>• ESY Speech and Language Therapist</li><li>• ESY Occupational Therapist</li><li>• ESY Physical Therapist</li><li>• ESY/Nurse</li></ul> |
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For questions on any of the ESL openings listed above, contact Scott Dixson at 781-724-7720, X7452 or via email at [dixsons@lincnet.org](mailto:dixsons@lincnet.org).