



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

16-17:33  
May 31, 2017

Core Values

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

Employment  
Opportunities  
Listed on  
Page 7

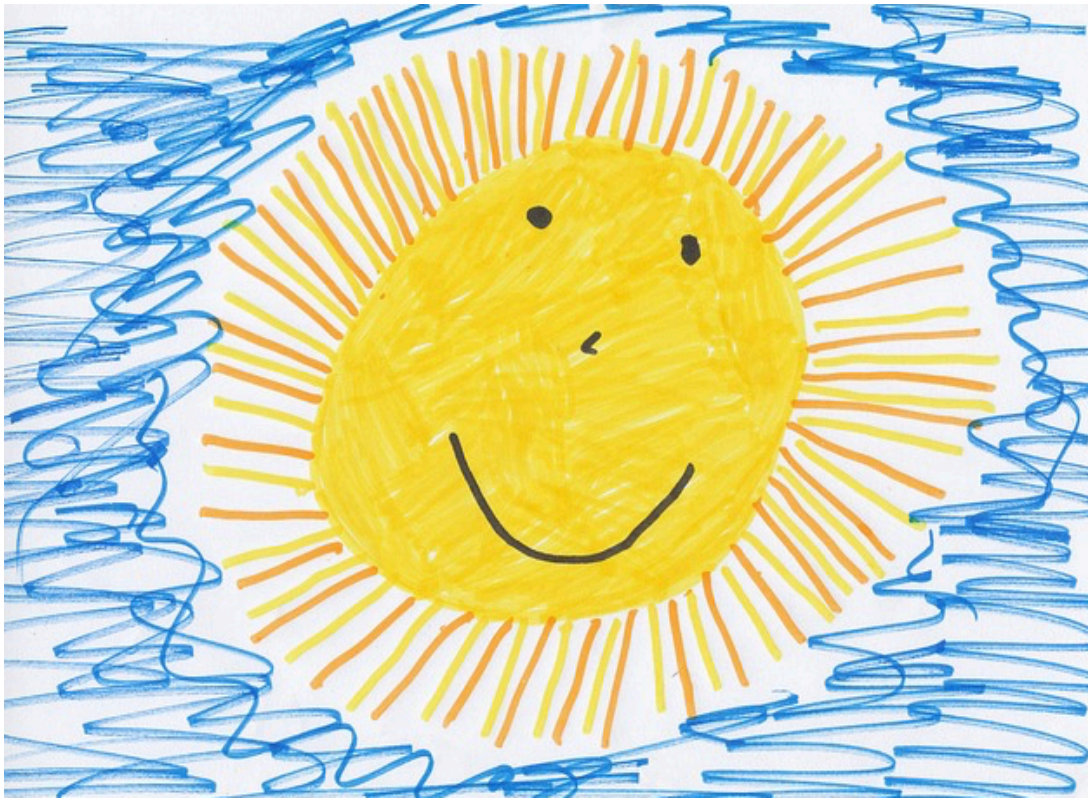
## SUPERINTENDENT'S BULLETIN

*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.*

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Dear Faculty, Staff, and Lincoln Community,

We need more of this.....



Source: <https://pixabay.com/en/sun-children-drawing-image-drawing-451441/>

All the best,

Becky

## District Calendar of Upcoming Events

- Wednesday, May 31 . . . Superintendent's Office Hours  
8:00 a.m. - 10:00 a.m.
- Thursday, June 8 . . . School Committee Meeting  
Hartwell Multipurpose Room, 7:00 p.m.
- Wednesday, June 14 . . . Superintendent's Office Hours  
8:00 a.m. - 10:00 a.m.
- . . . Grade 8 Graduation – Hanscom Middle School
- Thursday, June 15 . . . Grade 8 Graduation – Lincoln School
- Friday, June 16 . . . Last Day of School – Half Day
- Thursday, June 22 . . . School Committee Meeting  
Hartwell Multipurpose Room, 7:00 p.m.

### Student's First Day of School 2017-2018 School Year

Grades 1 – 8: Tuesday, September 5, 2017

Grades PreK and K: Wednesday, September 6, 2017

**New Teachers** Report on Monday, August 28, 2017 ---- **All Teachers** Report on Wednesday, August 30, 2017

## News and Information

**Congratulations** to our colleague Kristin Hall, drama teacher for the Lincoln Public Schools, for being featured on the Educational Theatre Association's *Community Spotlight* <https://www.schooltheatre.org/blogs/ginny-butsch/2017/05/30/community-spotlight-kristin-hall>.



"Kristin was chosen based on the outstanding theatre advice she regularly contributes to the Theatre Education Community <https://www.schooltheatre.org/communitylanding/community-home>. The instruction Kristin provides helps other theatre educators, students and artists from all over the world. We sincerely appreciate Kristin's knowledge and dedication to the theatre education field. Thank you for supporting Kristin, theatre education and all of the thespians in the Lincoln School District."

Ginny Butsch  
Community Manager  
Educational Theatre Association



We extend condolences to our colleague Scott Dixson, special educator at Hanscom Middle School, on the loss of his uncle Col. Paul Lessard, USMC (Ret.), who served in Vietnam.

News and Information, Continued

	<h1>GREAT LEARNING</h1> <p>Lynn Fagan, Preschool Coordinator</p>
<p>The Lincoln Preschool piloted Student Led Parent Conferences for the first time this year. The photograph is of a mother and student in one classroom as the child led the conference. Students were extremely proud to share all of the activities they have been working on this year with their parents.</p>	

## 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>

### Literacy Footprints Institute

**Two-Day Institute:** A unique opportunity for extended in-depth literacy training with two internationally noted literacy professionals.

**Presenters:** Jan Richardson and Michele Dufresne

#### Who Should Attend:

Literacy leaders and school and/or district coaches seeking to support the teaching model outlined in Jan's best-selling resource *The Next Step Forward in Guided Reading*. Our Institute is also ideal for those literacy professionals preparing to directly train teachers in implementing Literacy Footprints, a Complete System to Support Guided Reading.

#### Topics:

- Using running records to assess and monitor progress
- Analyzing data to form flexible student groups
- Planning word study based on students' needs
- Preparing teachers to understand the Next Step framework
- Incorporating comprehension strategies in reading instruction
- Building knowledge of the literacy process
- Demonstrating and prompting for strategic actions
- Reading and writing as reciprocal processes
- Teaching struggling readers using effective methods

**Pricing Information:** The cost of this institute is \$685 and includes the following:

- two full institute days
- course book prepared specifically for this institute
- lunch for two days
- institute tote bag including sample books and lesson cards
- reception at Pioneer Valley Books on Monday evening
- personalized certificate of attendance with a value of 16 class participation hours

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*Professional Development, Literacy Footprints Institute, Continued*

**Upcoming Dates:**

Monday, July 31 – Tuesday, August 1, 2017

Hadley & Northampton, MA

Special hotel rates of \$85-\$115 per room; information available after registration is complete.

Space is limited; register now at <http://www.literacyfootprints.com/institute-registration/>

**Coming Up at EDCO**

**Summer professional learning opportunities!**

Digital Storytelling to Enhance Student Literacy ~ online beginning 6/26

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

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

Mindfulness in the Classroom ~ 7/18

Fostering Mathematical Practices in English Learners and Students with Learning Disabilities ~ 8/8

Registration Information and Complete List of Courses available at

<https://edco.gosignmeup.com/public/course/browse>

**School Reform Initiative**

As school winds down, consider spending part of your summer with insightful colleagues!

For more info, see <http://www.schoolreforminitiative.org/events/>

**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.

**Reflection Retreat**

June 29-30, 2017

**First Parish Church, Brookline, MA**

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

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*Professional Development, School Reform Initiative Offerings, Reflection Retreat Continued*

This retreat is for educators – facilitators and members of learning communities, coaches, teacher leaders, and administrators – who want to reflect on their year, engage in conversations with colleagues about teaching, learning and leading, and wonder together about how to bring our practice to the next level. This retreat is a perfect way to end the year, while looking forward to the next school year. Space is limited.

**Free for those who donate any amount to SRI's Dream Big Campaign** (Gene Thompson-Grove's fundraising page).  
**All others: \$250.**

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

July 31-August 4, 2017

**Cambridge School of Weston, Weston MA**

**and ...**

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.

- \* **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

### **Designing for Adult Learning: Practices that Transform**

July 27-28, 2017

**Reading Public Schools, MA**

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

**Cost: \$400**

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. Participants will ...

- Explore assumptions – our own and others – about how adults learn.
- Consider principles of adult learning and constructivist adult development
- Analyze and apply eight steps of design.
- Develop and receive feedback on a professional learning agenda.

... 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.

### **Teaching All Kinds of Minds Using a Neurodevelopmental Lens**

August 23-25 and October 18-19, 2017

**Reading Public Schools**

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

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

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*Professional Development, School Reform Initiative Offerings, Teaching All Kinds of Minds Using a Neurodevelopmental Lens, Continued*

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.

## 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.

### Openings for Hanscom Campus for 2017-2018

- Gr5 Special Education Teacher. Starting date: August 28, 2017. Compensation based on education and experience. Deadline to apply: Thursday, June 1, 2017.

Contact Denise Oldham, Coordinator for Student Services at 781-274-6178 or via email at [oldhamd@lincnet.org](mailto:oldhamd@lincnet.org).

- HPS Instructional Assistant – Two needed – 25 hours per week at \$17.86 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).

- HMS Special Education Tutors – Two needed; 30 hours per week @ \$23.66 per hour (Step 1).

Contact Denise Oldham, Coordinator for Student Services at 781-274-6178 or X6403 or via email at [oldhamd@lincnet.org](mailto:oldhamd@lincnet.org).

**Information about current openings is also posted  
at each of the schools in the district.**